



State of Palestine  
Ministry of Education

**NEW**  
EDITION

# English for Palestine

PUPIL'S BOOK **10A**

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# Making contact

## 1 Listen and repeat.



|                      |              |                    |                 |
|----------------------|--------------|--------------------|-----------------|
| apartment            | attach       | cancel             | definite        |
| depart               | district     | junior             | PS (postscript) |
|                      | research (n) | reply              | settle in       |
| show (someone) round |              | take (someone) out |                 |

### Word formation

contact (n) in contact (phrase)  
lead (v) in the lead (phrase)

## 2 Look at pictures c and d on the next page. Do the tasks.

- 1 Describe the pictures.
- 2 Look at the names of the email writers. Who might the people in the pictures be?

## 3 Listen and answer the questions.



- 1 Where is Jenny's father going soon and why?
- 2 Why is Jenny getting in contact with Basim?

## 4 Read the emails and do the tasks.

- 1 Match pictures a–e to the correct emails.
- 2 Read out the words that help you match them.

## 5 Work in pairs. Read out the emails.

1

NEW EMAIL SEND ↗

From: jenny@myworld.com To: basim@myworld.com  
Subject: Hello

Hello Basim,

You don't know me, but my dad gave me your email address. You see, he's in contact with your father because he's joining your dad's farm research project next month.

I'm writing now as I'd love to get to know you and also learn about Palestine. Then I hope to visit in the winter holidays. (They start on 23rd December and finish on 9th January.) Please write back!

Best wishes,  
Jenny Scott

PS I'm attaching a photo of a boat race I was in.

2

NEW EMAIL SEND ↗

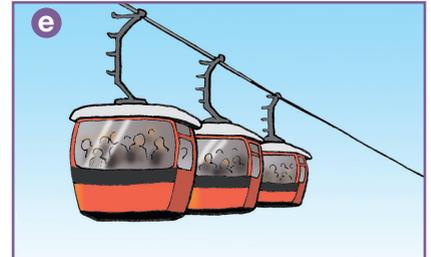
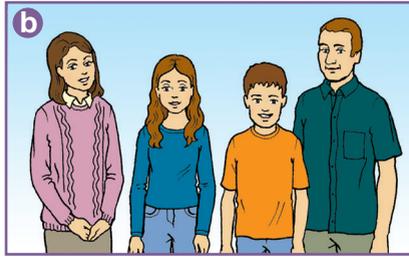
From: basim@myworld.com To: jenny@myworld.com  
Subject: RE: Hello

Hi Jenny,

Thanks for your surprise email. Dad says he's really looking forward to working with your dad.

And thanks for the picture of that boat race. Are you the one in the lead? I'm attaching a picture, too. Our local junior team are playing Nablus and I'm the one with the ball. We won 3–1!

Best wishes,  
Basim Maqdisi



3

From: jenny@myworld.com To: basim@myworld.com  
 Subject: RE: Hello

Hi Basim,

Thanks for replying. I like the dramatic picture! My brother is football crazy, too. He's next to me in the picture that I'm attaching.

About my first picture: yes, that's me nearest the camera. We're on a school trip in the Lake District. We go up there from Manchester every year.

Dad is leaving very soon. But when? He had a date, but it was cancelled. Have you got any news?

Jenny

4

From: basim@myworld.com To: jenny@myworld.com  
 Subject: RE: Hello

Dear Jenny,

No, but it's soon. There's a special apartment for him near our house in Jericho. We'll help him settle in – take him out and show him round.

It's late. Must stop.

Bye for now,

Basim

5

From: jenny@myworld.com To: basim@myworld.com  
 Subject: RE: Hello

Dear Basim,

Now it's definite. Dad's flying next Saturday – 1st October. His flight departs at 08:30 our time and arrives at 15:15 Palestine local time. We're going to miss him a lot, but he promises he'll call every day. I'm pleased he's going to live near you. I'm sure that'll make life easier.

Best,

Jenny

## 1 Replace with new words from period 1. Make any changes needed.

- 1 It's now ~~certain~~ \_\_\_\_\_ that the school trip will be on 15th March.
- 2 The train ~~leaves~~ \_\_\_\_\_ at 7:15 this evening.
- 3 This ~~area~~ \_\_\_\_\_ is famous for producing excellent fruit.
- 4 With the heavy rain, they ~~stopped~~ \_\_\_\_\_ the match just before it started.
- 5 Fareed was running the fastest and soon he was ~~in first place~~ \_\_\_\_\_.
- 6 I'm too young for our first team, but I'm in the ~~under-15~~ \_\_\_\_\_ team.

## 2 Add other new words from period 1. Make any changes needed.

- 1 **A** If you'd like my new report on lions, I'll \_\_\_\_\_ it to my next email.  
**B** Thanks! It'll help with the \_\_\_\_\_ for my project on wildlife in Africa.
- 2 **A** If you're \_\_\_\_\_ to Freya's letter, please say hello from me.  
**B** I'll add that as a \_\_\_\_\_ because I've just finished my letter back to her.
- 3 **A** We should make our visitors welcome and \_\_\_\_\_ them \_\_\_\_\_ town.  
**B** Yes, let's offer to \_\_\_\_\_ them \_\_\_\_\_ this weekend.
- 4 **A** Peter's been in Cairo for a month now, so I hope he's \_\_\_\_\_ well. I hear he's found a nice \_\_\_\_\_ in the centre of the city.  
**B** We should get \_\_\_\_\_ and find out how he's getting on.

Now work in pairs. Check your work and then practise.

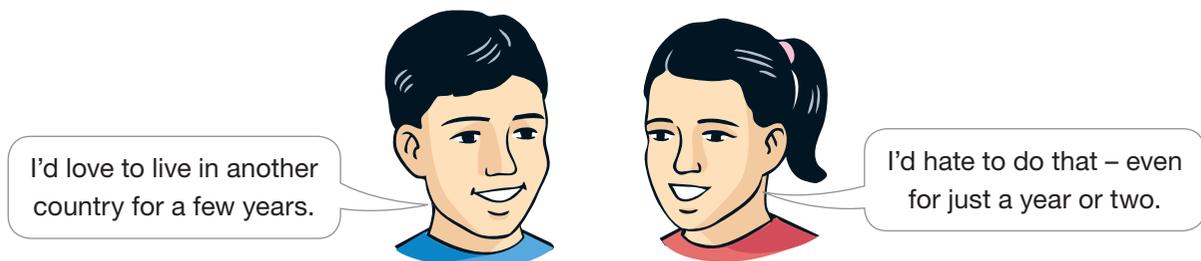
## 3 Read again and make notes.

- 1 Jenny's winter holiday dates: \_\_\_\_\_
- 2 Sports that Jenny and Basim like: \_\_\_\_\_
- 3 Things Basim's family will do for Dad: \_\_\_\_\_
- 4 Dad's travel details: \_\_\_\_\_

## 4 Now answer the questions.

- 1 How does Jenny know about Basim?
- 2 What was cancelled for Jenny's Dad?
- 3 What do both Jenny and Basim not know until the last email?
- 4 How are Jenny, her mother and brother going to feel when Dad goes?

## 5 Work in pairs. Think and discuss.



## 1 Read the examples.

- 1 He **is joining** your dad next month.      2 They **start** on 23rd December.  
 3 Dad **is leaving** very soon.                4 They **finish** on 9th January.  
 5 Dad **is flying** next Saturday.            6 His **flight** departs at 8:30 am.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Examples 1, 3 and 5 are in the present continuous, **a)** and they are talking about the present.   
**b)** but they are talking about the future.   
 2 Examples 2, 4 and 6 are in the present simple, **a)** and they are talking about regular actions.   
**b)** but each is talking about a fixed action in the future.   
 3 Examples 1, 3 and 5 show that we often use the present continuous to talk about  
**a)** future personal plans.  **b)** future schedules that are decided for everyone.   
 4 Examples 2, 4 and 6 show that we often use the present simple to talk about  
**a)** future personal plans.  **b)** future schedules that are decided for everyone.   
 5 **a)** Some of  **b)** All of  the examples have a future time reference.

## 2 Explain Jenny's plans. Use the present continuous for plans.

*She's going sailing with her dad and Jack next Sunday.*

Now explain your plans for this weekend. Give the day and time of day.

| DIARY     |  |
|-----------|--|
| Sunday    | <i>Go sailing with Dad and Jack.</i>                 |
| Monday    | <i>Prepare for my IT test on Tuesday.</i>            |
| Tuesday   | <i>Do volleyball training after school.</i>          |
| Wednesday | <i>Return my library books and get some more.</i>    |
| Thursday  | <i>Go shopping for Jack's birthday present.</i>      |
| Friday    | <i>Help Mum get ready for Jack's birthday party.</i> |

## 3 Explain Captain Omar's schedule. Use the present simple for future schedules.

*Captain Omar departs from Arafat International at 08:30 on Sunday. At 11:15, he ...*

| Sunday | Time  | Action                            |
|--------|-------|-----------------------------------|
|        | 08:30 | Depart from Arafat International. |
|        | 11:15 | Reach Istanbul.                   |
|        | 15:15 | Leave Istanbul.                   |
|        | 17:00 | Arrive in Arafat International.   |

| Monday | Time  | Action                              |
|--------|-------|-------------------------------------|
|        | 07:50 | Take off from Arafat International. |
|        | 10:05 | Land in Tripoli.                    |
|        | 16:55 | Depart from Tripoli.                |
|        | 19:05 | Return to Arafat International.     |

Now name two TV programmes that you want to watch this week. Give the times that they are scheduled to start and finish. (Use the 24-hour clock.)

## 1 Listen and repeat.



|                |           |             |
|----------------|-----------|-------------|
| appointment    | canteen   |             |
| condition      | director  | Dr (doctor) |
| experiment (v) | feed      | field       |
| interview (v)  | office    | predict     |
| region         | warehouse |             |

### Word formation

|                  |             |             |
|------------------|-------------|-------------|
| farm + land      | farmland    |             |
| produce (v)      | product (n) |             |
| successful (adj) | succeed (v) | success (n) |
| weight (n)       | weigh (v)   |             |

## 2 Look at the picture in the passage and do the tasks.

- 1 Describe what you can see.
- 2 From what you know, say where this may be and who the man may be.
- 3 Say what you think the woman is going to do.

## 3 Read and do the tasks.

- 1 Read paragraph 1 of the passage. Check your answers to activity 2.
- 2 Read the rest of the passage and answer these questions.
  - a What does the Farm Research Centre do?
  - b What important question does the report ask?

## 4 Read and answer the questions.

- 1 Why does Jenan write, 'I can see this is going to be a busy day.'?
- 2 What is happening to the world's population?
- 3 What is happening to the world's farmland?
- 4 What does the Centre therefore have to do?
- 5 How will Jenan find out about the Centre's successes?

## 5 Read again and complete Jenan Rashidi's notes.

Place: \_\_\_\_\_ Near: \_\_\_\_\_  
Appointment with: \_\_\_\_\_  
Job: \_\_\_\_\_  
Places visited: 1 \_\_\_\_\_ 2 \_\_\_\_\_  
3 \_\_\_\_\_  
Crops grown: 1 Fruit: \_\_\_\_\_  
2 Vegetables: \_\_\_\_\_  
The exact research aim: \_\_\_\_\_

Now work in pairs. Ask and answer questions about your notes.

- Student A** *Where is Jenan Rashidi today?*  
*Who does she have an appointment with?*

# How will we feed the world in 2050?

By Jenan Rashidi



Today, I have an appointment with Dr Adnan Maqdisi, Director of the Jericho Farm Research Centre. I'm going to interview him about their work.

5 I drive past fields of fruit and vegetables to reach the Centre. There, Dr Maqdisi welcomes me and immediately says, 'First, I'm going to show you round. Let's go.' I can see this is going to be a busy day.

10 Soon, we're in a large science lab and I see scientists in white coats hard at work. Then, we pass through a warehouse and I notice various farm products - onions, tomatoes, bananas, figs, lemons, oranges, beans and  
15 carrots. Next, we visit the fields. 'Let's stop and

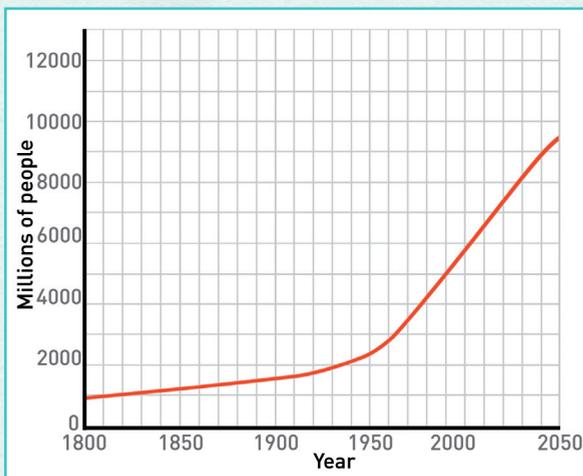
I'll show you something,' he suddenly says. 'We're experimenting with different kinds of tomato here. We're developing new kinds that will grow well in hot, dry conditions. When we  
20 pick them, we're going to test them in different ways. We're going to weigh them and check for quality and also for diseases.'

Later, in his office, I ask Dr Maqdisi why they are doing all this. He points to a human  
25 population chart on the wall. 'Look,' he says, 'in 1900, there were 1.5 billion people, but then the world went mad. Now there are over seven billion and by 2050 we predict that there'll be over nine - nine billion mouths to  
30 feed every day.'

'And,' he goes on, 'Earth's climate is changing. We're certain now that many regions will become too dry for traditional crops. We'll have to produce more food with  
35 less good farmland.'

Now I understand. 'So you're developing new crops to help farmers produce in harder conditions - and produce more. Are you succeeding?'

40 'Yes,' Dr Maqdisi says, 'we're having some important successes. If you like, I'll take you for lunch in our canteen and you can taste a few!'



World population 1800–2050

## 1 Replace with new words from period 4. Make any changes needed.

- 1 The people who work here eat together in our ~~large dining room~~ \_\_\_\_\_.
- 2 At the zoo, you're not allowed to ~~give food to~~ \_\_\_\_\_ the animals.
- 3 Palestine is in a ~~part~~ \_\_\_\_\_ of the world that produces excellent olives.
- 4 Out in the desert, ~~the heat and the dry land~~ \_\_\_\_\_ are very bad for farming.
- 5 We're ~~trying different ideas~~ \_\_\_\_\_ to find the best way of growing tomatoes.
- 6 Mona often ~~tells~~ \_\_\_\_\_ what her test results will be.
- 7 The director has a large ~~room with his desk and computer~~ \_\_\_\_\_.

## 2 Add other new words from period 4. Make any changes needed.

- 1 **A** Who's the \_\_\_\_\_ of the Farm Research Centre?  
**B** The head of the organization is \_\_\_\_\_ Adnan Maqdisi.
- 2 **A** What happens to your \_\_\_\_\_ after they leave the factory?  
**B** We keep them in our \_\_\_\_\_, ready to send to our customers.
- 3 **A** You have a very large area of \_\_\_\_\_, don't you?  
**B** Yes, and we use all these \_\_\_\_\_ to grow different kinds of crops.
- 4 **A** You've \_\_\_\_\_ in growing some of the biggest melons in the world!  
**B** Yes, they're a big \_\_\_\_\_. They \_\_\_\_\_ as much as seven kilos!
- 5 **A** Hello. I'm Alan Snow and I have an \_\_\_\_\_ with Dr Rania Badawi.  
**B** Ah, yes, Mr Snow. You're \_\_\_\_\_ her for TV, aren't you?

**Now work in pairs. Check your work and then practise.**

## 3 Read the passage again and do the tasks.

**Say what the underlined phrases refer to.**

- 1 Lines 23–24: I ask Dr Maqdisi why they are doing all this.
- 2 Lines 42–43: '... and you can taste a few!'

**Now say what the underlined expressions mean.**

- 1 Lines 26–27: '... , but then the world went mad.'
- 2 Lines 29–30: '... – nine billion mouths to feed every day.'

## 4 Look at the chart in the passage and do the tasks.

- 1 Say what the chart shows.
- 2 Say what the world population was at these dates: 1800, 1850, 1900, 1950, 2000.
- 3 Say in about what year the world population will reach these numbers.  
7.5 billion    8 billion    8.5 billion    9 billion

## 5 Work in pairs. Think and discuss.

- 1 How old will you be in 2050?
- 2 How do you predict that the world will (or may) change by then?

**1 Match the phrasal verbs to the definitions.**

put up   put down   put on   put away  
take out   take off   take over

**Phrasal verbs with put**

- \_\_\_\_\_ to put something in the place where you usually keep it
- \_\_\_\_\_ to put something on a place like a table or the ground
- \_\_\_\_\_ to cover a part of your body with clothes or jewellery
- \_\_\_\_\_ to attach something to a wall

**Phrasal verbs with take**

- \_\_\_\_\_ to take clothes from your body, for example when you are too hot
- \_\_\_\_\_ to take something from a place where you usually keep it
- \_\_\_\_\_ to begin to do something that someone else was doing

**2 Complete the conversation. Choose from the phrasal verbs in activity 1.**

**Nisma** Have a rest, Aunt Maha. I'll (1) \_\_\_\_\_ with the children for a while.  
**Aunt** Thanks very much, Nisma. You're very kind.  
**Nisma** I'll (2) \_\_\_\_\_ them \_\_\_\_\_ to play in the park.  
**Aunt** Fine, but it's cold today, so they need to (3) \_\_\_\_\_ their hats and coats.  
**Nisma** Their coats are here. I'll (4) \_\_\_\_\_ them \_\_\_\_\_ on the table. I can't see any hats.  
**Aunt** Oh, yes, I (5) \_\_\_\_\_ them \_\_\_\_\_ in that cupboard last spring.  
**Nisma** I'm looking, but I can't see them.  
**Aunt** I remember that I (6) \_\_\_\_\_ a new shelf at the top. Look up there.  
**Nisma** I'll (7) \_\_\_\_\_ my shoes and stand on a chair to look. ... Yes, here they are!

Now work in pairs. Practise the conversation.

**3 Complete the table with these words.**

feed   success   weight   produce  
succeed   weigh   product   food

| Verb | Noun |
|------|------|
|      |      |
|      |      |
|      |      |
|      |      |

**4 Use pairs of words from the table to complete the following. Make any changes needed.**

- 1 **A** Little Amer is getting big! How much does he \_\_\_\_\_ now?  
**B** I haven't checked his \_\_\_\_\_ recently, so I'm not sure.
- 2 **A** We haven't got much \_\_\_\_\_ in the house.  
**B** There's enough to \_\_\_\_\_ the children. We can buy more later.
- 3 **A** What do you \_\_\_\_\_ in this factory?  
**B** Everything for the home. And all our \_\_\_\_\_ are designed to go together.
- 4 **A** Have you had much \_\_\_\_\_ with all your experiments, Dr Maqdisi?  
**B** Yes, we've \_\_\_\_\_ in producing several better kinds of vegetables.

Now work in pairs. Check your work and then practise.



**1 Complete the email. Use these verbs.**  
**Choose the present simple or continuous.**

|        |          |        |
|--------|----------|--------|
| arrive | leave    | meet   |
| take   | take off | not do |

NEW EMAIL

Dear Nadia,

How are you? I'm writing because I'd love to meet in London at the weekend. You see, I (1) \_\_\_\_\_ the train from Manchester to London early on Saturday morning. That (2) \_\_\_\_\_ at 8:30 and it (3) \_\_\_\_\_ in London at 12:15. I (4) \_\_\_\_\_ my aunt for lunch right after that, but then I (5) \_\_\_\_\_ anything special until late afternoon. That's when I have to go out to the airport for my flight to Tunisia. That (6) \_\_\_\_\_ at 7:45. Are you free? Let me know!

Best wishes,  
 Mollie

*Fri, 14th May*

*Return from Sfax to Tunis by bus. (Leave 3:30.)  
 Stay at the Atlas Hotel.*

*Sat, 15th May*

*Go shopping early - souk.*

*Travel to airport - about 11:00.*

*Catch Flight BR258 to London. (Leave 12:45, arrive 4:30.)*

*Take the train home from London. (Depart 6:20, reach Manchester 10:05.)*

*Take a taxi home.*

**2 Explain Mollie's plans.**  
**Choose the present simple or continuous.**

*I'm returning from Sfax to Tunis by bus on Friday, 14th May. It leaves at 3:30.*

**3 Complete the conversation.**  
**Use the verbs in brackets.**  
**Choose going to or will future forms.**

**Tariq** What (1) \_\_\_\_\_ this evening? (do)

**Ali** I (2) \_\_\_\_\_ *Spiderman 5* at the cinema in town. (see)

**Tariq** Oh, I expect you (3) \_\_\_\_\_ that. (enjoy) It's a great film.

**Ali** Yes, I'm sure it (4) \_\_\_\_\_ very good. (be) *Spiderman 4* was fantastic.

**Tariq** Listen! I (5) \_\_\_\_\_ you on the back of my bike if you like. (take)

I (6) \_\_\_\_\_ into town this evening, too. (go)

**Ali** Wow! Thanks! I've always wanted a chance to go on that bike.

**Tariq** Well, today's your lucky day! Wait for me outside the supermarket. I (7) \_\_\_\_\_ for you there at 6:30. (stop) Don't be late!

**Ali** No, I definitely (8) \_\_\_\_\_ late. (not be) I (9) \_\_\_\_\_ at the right time, I promise! (be) Bye for now.

**Tariq** See you later.

**Ali** (thinking to himself) Wow! A great film *and* a ride on a great bike. I can see this (10) \_\_\_\_\_ a great evening! (be)

**4 Work in pairs. Think and discuss.**

What are you going to do this evening / this weekend / next holiday?

## 1 Listen to part 1 and answer the questions.



- 1 Who are these people and where are they?      2 What is the problem?  
3 What is going to happen because of that?      4 What does he want her to do?

## 2 Listen to part 2 and complete the notes.



- 1 Flight number: \_\_\_\_\_      2 Departing at: \_\_\_\_\_      3 Arriving at: \_\_\_\_\_

## 3 Listen to part 2 again. Tick (✓) the expressions that you hear.



- 1 **A** I'll write the details.   
**B** I'll take the details.   
2 **A** Would you say that again, please?   
**B** Could you say that again, please?   
3 **A** Right. I've got that.   
**B** Right. I've got all the details.   
4 **A** Sorry to give you all this trouble.   
**B** Sorry about all this.

## 4 Practise your pronunciation: stress in sentences.



- 1 Listen and mark the strongest stress or stresses in each sentence.

- 1 Oh, no!      2 That's terrible!  
3 How can I help?      4 What does that mean?  
5 What do you want me to do?      6 I'd like you to contact the Maqdisi family and tell them.

- 2 Now listen again and repeat.

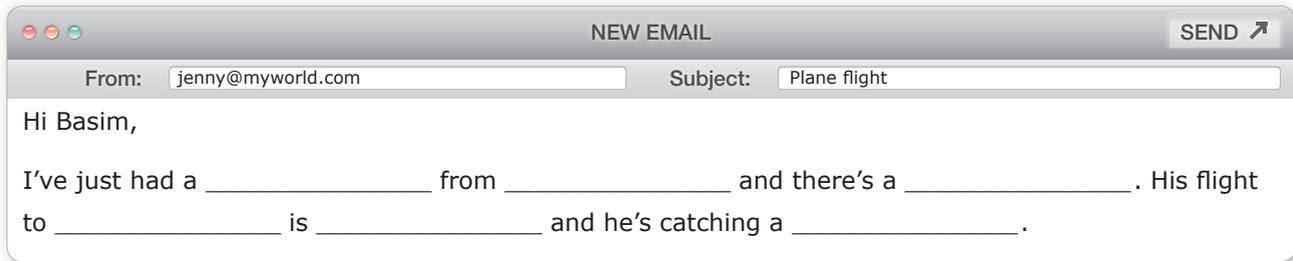
## 5 Work in pairs. Read and act out.

- Jenny** Poor you! That's really bad. I'll take the details.  
**Dad** The new flight number is PF253.  
**Jenny** Sorry. Could you say that again, please?  
**Dad** It's PF253.  
**Jenny** Right. And what time does it leave?  
**Dad** It departs at fourteen fifty-five.  
**Jenny** Right, I've got that. And what time does it arrive?  
**Dad** It gets into Arafat International at twenty-one forty-five.  
**Jenny** I'll email Basim right now.  
**Dad** Thanks, Jenny. Sorry to give you all this trouble.  
**Jenny** Don't worry. It's no problem.  
**Dad** Well, I must go. Bye.  
**Jenny** Goodbye, Dad, and good luck!

**1 Write an email.**

Look at your period 9 notes, listen to Jenny and her father again and do the tasks.

1 Copy and complete the first paragraph of Jenny’s email to Basim.



2 Number the paragraph 2 sentences in order, starting with the topic sentence. Then copy and complete the second paragraph.

- That means he will not reach \_\_\_\_\_ until \_\_\_\_\_.
- The new flight number is \_\_\_\_\_. It departs at \_\_\_\_\_ and it arrives at \_\_\_\_\_ local time.
- Here are the new details.

3 Complete the email. Ask Basim to tell his father about the change of plan. Finish in the normal way.

**2 Work in pairs. Explain a change in travel plans.**

**Unit task:** Changing travel plans.

1 Each choose a different airport information board.

| Flight: | To:   | Departs:  | Arrives: |
|---------|-------|-----------|----------|
| BR127   | Cairo | CANCELLED |          |
| PF141   | Cairo | 09:35     | 10:50    |

| Flight: | To:    | Departs:  | Arrives: |
|---------|--------|-----------|----------|
| SA635   | Jeddah | CANCELLED |          |
| PF162   | Jeddah | 11:55     | 13:55    |

2 Take turns as a visitor and call the friend that you are visiting.

| <b>Visitor</b>   |   | <b>Friend</b>                                   |
|------------------|---|---|
| Have / problem.  |   |   |
| Flight / cancel. | ➤ | Terrible!<br>What / going to do?                |
| Change / flight. | ➤ |   |
| Arrive late.     | ➤ | Take / details.<br>When / leave? When / arrive? |
| Flight / leave.  | ➤ |   |
| Arrive.          | ➤ | Could / say / again?<br>Got that.               |
| Sorry / trouble. | ➤ |   |
|                  | ➤ | No problem.<br>Meet / airport.                  |
| Thank.           | ➤ |   |
| Goodbye.         | ➤ | Welcome. Goodbye.                               |

# Around the World in Eighty Days

by Jules Verne

## 1

### The adventure begins

1 Mr Phileas Fogg was tall, good-looking, about forty years old, and he had a large, expensive house in London. He lived simply and quietly, and he did the same things, at the same times, each day. He always got up at **exactly** 8:00, had breakfast at 8:25 and washed at 9:35 every morning.

Mr Fogg lived alone and needed a servant to look after him. On the morning of Wednesday,  
5 2nd October, 1872, he was waiting to interview a new one. There was a knock at the door, and a strong young man came in.

'I understand that your name is Passepartout. Where are you from?' Mr Fogg asked.

'Yes, I'm Jean Passepartout, I'm from France, I'm thirty, and I've had several jobs,' the Frenchman said.

'I used to be a **circus acrobat**, and later I was a firefighter in Paris. Now I hope for a quieter life in England.'

10 'I hear that you work hard, Mr Passepartout. I'm happy for you to be my servant, and you can start today.'

Phileas Fogg picked up his coat and hat, left the house at exactly 11:30, and he walked to the Reform Club. As he did not work, he went to the Club almost every day. There, he always read newspapers and played **cards** with other rich men.

That day, he played cards with five friends. One of them, Stuart, said, 'Have you heard the news?  
15 Someone has taken £55,000 from the Bank of England. They think it was a well-dressed man who was seen there. The police have sent **detectives** round the world, but they'll never find him. The world is just too big.'

'The world has grown smaller than you think,' Fogg answered. 'With fast ships and new **railways**, you could now travel round the world in only eighty days.'

'No,' said Stuart. 'No one could do that.'

20 'I believe that I can. If I can't, I'll give you £20,000,' said Fogg quietly. 'But if I succeed, you will give me £20,000.'

The others discussed Fogg's idea. Finally, they said, 'We agree.'

'Good. I'll take a train that leaves London at 8:45 this evening. And I'll return to this same room before 8:45 on Saturday, 21st December – or the £20,000 will be yours.'

25 Fogg finished the game of cards and walked home. He put £20,000 into a large bag and gave it to his new servant. 'Passepartout, put some clothes in this bag, too. I'm travelling round the world, and you're coming with me.'

'Round the world!' said Passepartout, surprised.

'Yes, in eighty days, and we leave at 8:45.'

30 Passepartout **packed**, they took a taxi to the **station**, and Fogg bought two tickets to Paris. His five friends were waiting there, and they all said goodbye. Then Passepartout and he got on the train: five minutes later, their long **journey** began as the train moved slowly out of the station.

#### GLOSSARY

\*Bombay – now Mumbai

\*Calcutta – now Kolkata

|                                   |         |
|-----------------------------------|---------|
| London – Suez: train and ship     | 7 days  |
| Suez – *Bombay: ship              | 13 days |
| Bombay – *Calcutta: train         | 3 days  |
| Calcutta – Hong Kong:             | 13 days |
| Hong Kong – Yokohama: ship        | 6 days  |
| Yokohama – San Francisco: ship    | 22 days |
| San Francisco – New York: train   | 7 days  |
| New York – London: ship and train | 9 days  |
| Total:                            | 80 days |



## NOTES:

**The author:** Jules Verne /dʒu:lz vɜːrn/ (1828–1905) French writer. Other best-known novels: *Journey to the Centre of the Earth*, *Twenty Thousand Leagues Under the Sea*

**The characters:** Phileas Fogg /fili:əs fɒɡ/ Jean Passepartout /ʒɑ̃n pɑsˈpɑrtuː/

**The places:** the Reform Club – London club where rich men met, talked and ate together; the Bank of England – central bank that works closely with the government

## 1 Read and answer the questions.

- 1 Who visited Fogg in the morning?
- 2 Where did Fogg go after that?
- 3 Where did he and Passepartout go in the evening?

## 2 Make notes about Fogg and Passepartout.

|              | First name | Nationality | Age | Description |
|--------------|------------|-------------|-----|-------------|
| Fogg         |            |             |     |             |
| Passepartout |            |             |     |             |

## 3 Note Passepartout's earlier jobs in France.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

## 4 Note Fogg's normal morning activities.

| Time | Activity |
|------|----------|
|      |          |
|      |          |
|      |          |
|      |          |

## 5 Note Fogg's normal activities at the Club.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_

## 6 Note Fogg's plans for the journey.

Leave at: \_\_\_\_\_ on: \_\_\_\_\_ Return by: \_\_\_\_\_ on: \_\_\_\_\_

Number of days away: \_\_\_\_\_ Money for the journey: \_\_\_\_\_

Different types of transport: **1** \_\_\_\_\_ **2** \_\_\_\_\_

## 7 Work in pairs. Think and discuss.

What was unusual about:

- a)** the morning of Wednesday, 2nd October? **b)** that day at the Club? **c)** that evening?

# From here to there

## 1 Listen and repeat.

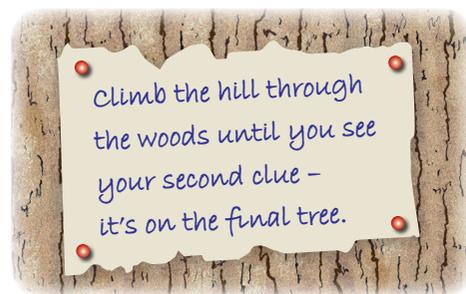


about to    at last    clue    get to    or (=if not)    prize    riddle  
scout    set off    so far    track    treasure hunt

## 2 Look at the picture below. Do the tasks.

- 1 Name one of the girls and say what you already know about her.
- 2 Describe the picture.

Jenny, her brother Jack and their friends Samar and Rami are all scouts. Today, they are doing a treasure hunt. It's a race to find clues, work out their meanings – and get to the treasure first. The girls have just set off and the boys are about to start. This is the first clue.

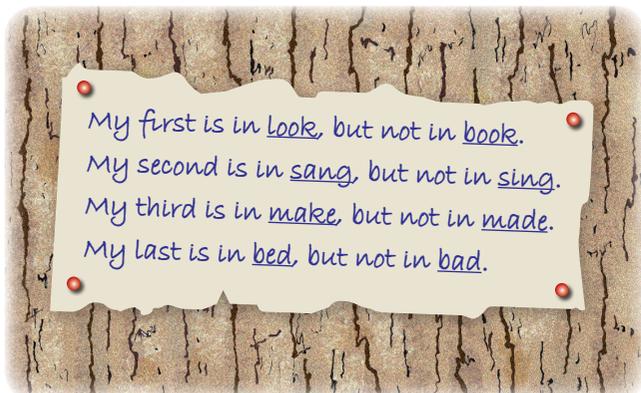


Ten minutes later, they are in the woods.

**Jenny** Heh! We've been running and running for ages, but we haven't found another clue so far. Perhaps we're going the wrong way!

**Samar** No, we're coming out of the woods at last – here's the final tree.

**Jenny** And our next clue! ... It's a riddle! What does it mean?



**Samar** Aha! The first letter is in *look*, but not in *book*, so that's *l*. And next is *a*.

**Jenny** Yes, so the third is *k* and the final letter is *e* ... *lake*.

**Samar** And there's a sign along this track to the left: *To the lake*.

### 3 Listen and answer the questions.



- 1 Why are the girls running?
- 2 What is the problem at the end?

### 4 Read and do the tasks.

- 1 Say how long the girls have been running by the end of their second conversation.
- 2 Look at the first picture below. Say what they are doing wrong.
- 3 Look at the second picture below. Say what the prize is. Then say what the girls are imagining.

### 5 Work in pairs. Read out the story and the clues starting on page 18.

Thirty minutes later, they find their final instructions.

Now turn east and don't turn west.  
One more minute, you'll be there.  
Behind a wall, look everywhere.  
Find the prize and be the best!



Now they really run.  
They want that prize!  
But something is wrong.

**Jenny** We've been running for a minute, but we still haven't seen that wall. This time, I think we *have* been going the wrong way.

**Samar** You're right. Look, the sun is on our left. That means we're going west, not east!

**Jenny** Oh, no! Quick – or the boys will win! Let's go!



**1 Read. Add new words from period 1. Make any changes needed.**

1 **A** Here's one of the easiest \_\_\_\_\_ that I know. 'What five-letter word becomes shorter when you add two letters to it?'

**B** Let me think ... Ah, yes, I've got it! It's the word *short*, isn't it?

2 **A** Can you tell me how to \_\_\_\_\_ the book shop from here, please?

**B** Oh, I'm \_\_\_\_\_ go that way, so come with me and I'll show you.

3 **A** We've been looking for Joe's house for ages, and \_\_\_\_\_ we've been going round in circles!

**B** Yes, and we need to find it soon \_\_\_\_\_ we'll miss his birthday party.

**A** Ah, look! There it is \_\_\_\_\_. Number 15, London Road.

**Now work in pairs. Check your work and then practise.**

**2 Read and complete the summary. Add new words from period 1.**

Jenny, Jack and their friends are (1) \_\_\_\_\_ and one day, they did a (2) \_\_\_\_\_ together. The aim was to be the first to find a (3) \_\_\_\_\_. The girls (4) \_\_\_\_\_ before the boys and they quickly started running along a narrow country (5) \_\_\_\_\_. They followed their first (6) \_\_\_\_\_ up a hill and through some woods.

**3 Read again and answer the questions.**

- 1 Where are they when Jenny says, 'Heh!'?
- 2 Why is she worried?
- 3 Where do they have to go after they come out of the woods?
- 4 When do they finally realize they have made a mistake?
- 5 Why does Jenny want to go even faster at the end?
- 6 How much longer will they have to run after this?

**4 Work in pairs. Finish the story.**

- 1 Say how the girls imagined the end. Say how these two endings are different. Decide which of the three endings you prefer.



- 2 Now tell the end of the story. Start like this.

*Two minutes later, the girls were completely out of breath. But then, at last, they got to ...*

**5 Work in pairs. Think and discuss.**

- 1 Do you belong to the scouts or have you ever thought of joining?
- 2 What do you think about the organization?



## 1 Listen and repeat.

exact(ly)      GPS (Global Positioning System)  
kph (kilometres per hour)      life raft      measure  
orbit      point      position      row (v)  
satnav (satellite navigation system)      storm      wave

### Word formation

near (adj / prep)      nearly (adv)  
satellite + phone      satellite phone

## 2 Look at the pictures in the passage and do the tasks.

- 1 Describe what you can see.
- 2 Use the title of the passage to suggest a connection between the pictures.

## 3 Read and do the tasks.

- 1 Say what the people in the boat were trying to do.
- 2 Say how GPS can help people at sea like them.
- 3 Say where else GPS technology is very useful.

## 4 Read and answer the questions.

- 1 When and where was the photo of the boat probably taken?
- 2 What happened to the weather one night and what happened to the boat?
- 3 What three things saved their lives and how did each one help?
- 4 Why does GPS equipment need to 'see' at least three satellites in order to work?
- 5 What does a satnav show a car driver?
- 6 What other questions can it answer for the driver?
- 7 Why does the writer describe GPS as 'modern technology at its best'?

## 5 Read again and complete the notes.

Now work in pairs. Ask and answer questions about your notes.

**Student A** *What did they aim to do?*

**Student B** *They aimed to row across the ...  
from ... to ...*

### Before the wave

Aim: Row across the

How long at sea: \_\_\_\_\_

Distance travelled: \_\_\_\_\_

How far from land: \_\_\_\_\_

### The wave and after

Time of wave: \_\_\_\_\_

Time ship arrived: \_\_\_\_\_

Time spent in raft: \_\_\_\_\_

### GPS network of satellites

Orbit at a speed of \_\_\_\_\_

GPS equipment 'sees' \_\_\_\_\_

Measures their \_\_\_\_\_

Works out its \_\_\_\_\_

# Finding the way

Mark Stubbs and his team wanted to be the fastest to row across the Atlantic from Canada to Britain. By 6:00 pm on 8th August 2004, after 40 days and 3,000 kilometres, they had nearly done it: their GPS showed they were just 450 kilometres from land.

But that night, there was a terrible storm and at 2:30 am, a huge wave destroyed their boat and threw them into the sea.

Luckily, they managed to save a small life raft, a satellite phone and their GPS. They climbed into the raft and they used the GPS to find their position. Then they called for help.

With the GPS information, a ship found them at 6:30 am. Soon, the men were climbing the side to safety. GPS technology had saved their lives.

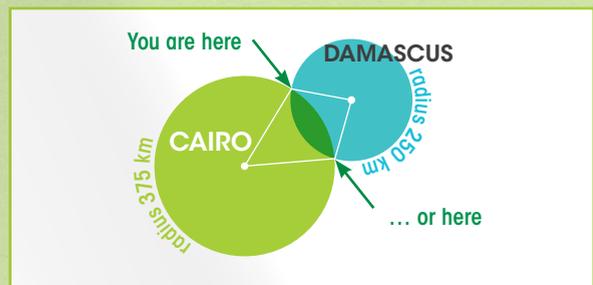
GPS uses a network of satellites. These orbit Earth at 19,300 kph and the GPS equipment on the ground can always 'see' three or more. It measures its distance from each and from this works out its exact position.



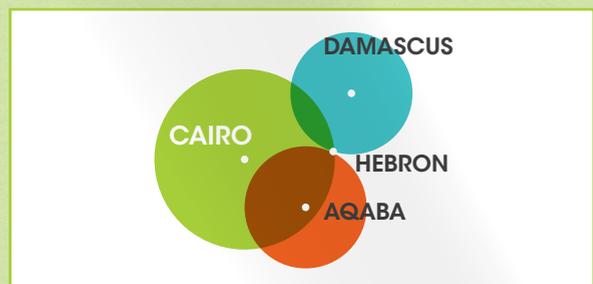
The system is quite simple. Imagine you are lost. You ask someone your position and this person says, 'You're 250 kilometres from Damascus.'



This alone is not very useful. But then imagine that someone else says, 'You're 375 kilometres from Cairo.' You now know that you are at one of two points.



Finally, someone else says, 'You're 220 kilometres from Aqaba.' Well, now you know exactly: you are in Hebron.



Car satnavs have become a very popular use of GPS in recent years. A satnav shows the car's position on a map and it answers questions like these:

- When and where did I start?
- How far have I travelled so far?
- How long have I been on the road?
- How fast am I going?

GPS saves time, has saved many lives and, at around \$200, is also not so expensive for many. This is modern technology at its best!

**1 Replace with new words from period 4. Make any changes needed.**

- 1 Ships use a ~~global positioning system~~ \_\_\_\_\_ to learn where they are.
- 2 If the big boat sinks, we will escape in our ~~small boat to save our lives~~ \_\_\_\_\_.
- 3 The moon ~~goes round~~ \_\_\_\_\_ Planet Earth every 24 hours.
- 4 I'm using my ~~ear satellite navigation system~~ \_\_\_\_\_ to find the house.
- 5 It's a very narrow track and cars can only pass at two ~~small places~~ \_\_\_\_\_.

**2 Add other new words from period 4. Make any changes needed.**

- 1 **A** During the \_\_\_\_\_, the wind did a lot of damage.  
**B** Yes, I heard it reached speeds of up to 100 \_\_\_\_\_.
- 2 **A** I need to know the \_\_\_\_\_ size of the glass that you want.  
**B** All right, I'll go and \_\_\_\_\_ the window now.
- 3 **A** We have to get through the \_\_\_\_\_ to get to the beach and they're huge!  
**B** We'll just have to \_\_\_\_\_ through them as well as we can.
- 4 **A** Are you calling us by \_\_\_\_\_? Please give us your exact \_\_\_\_\_.  
**B** Yes, I'm \_\_\_\_\_ 600 kilometres out at sea, so ordinary phones don't work.

**Now work in pairs. Check your work and then practise.**

**3 Read the passage again and do the tasks.**

**Say what the underlined phrases refer to.**

- 1 Lines 15–16: Soon, the men were climbing the side to safety.
- 2 Lines 19–20: ... GPS equipment on the ground can always 'see' three or more.

**Say what the underlined words and phrases mean.**

- 1 Lines 19–20: ... GPS equipment on the ground can always 'see' three or more.
- 2 Line 44: This is modern technology at its best!

**4 Work in groups. Think and discuss.**

The same storm has hit your boat. You have rescued the same things as the others. You just have time to take four more. Choose the most useful things from the box.

a camera      five kilos of chocolate  
a small cooker      a mobile phone  
a large bottle of water      a computer  
a map of western Europe      a radio  
some packets of dried food  
some warm sweaters (1 per person)

**5 Work in pairs. Think and discuss.**

I think people who do dangerous things like those men are mad – and selfish.



I think they're very brave. And it's natural to try to be the first or the best.

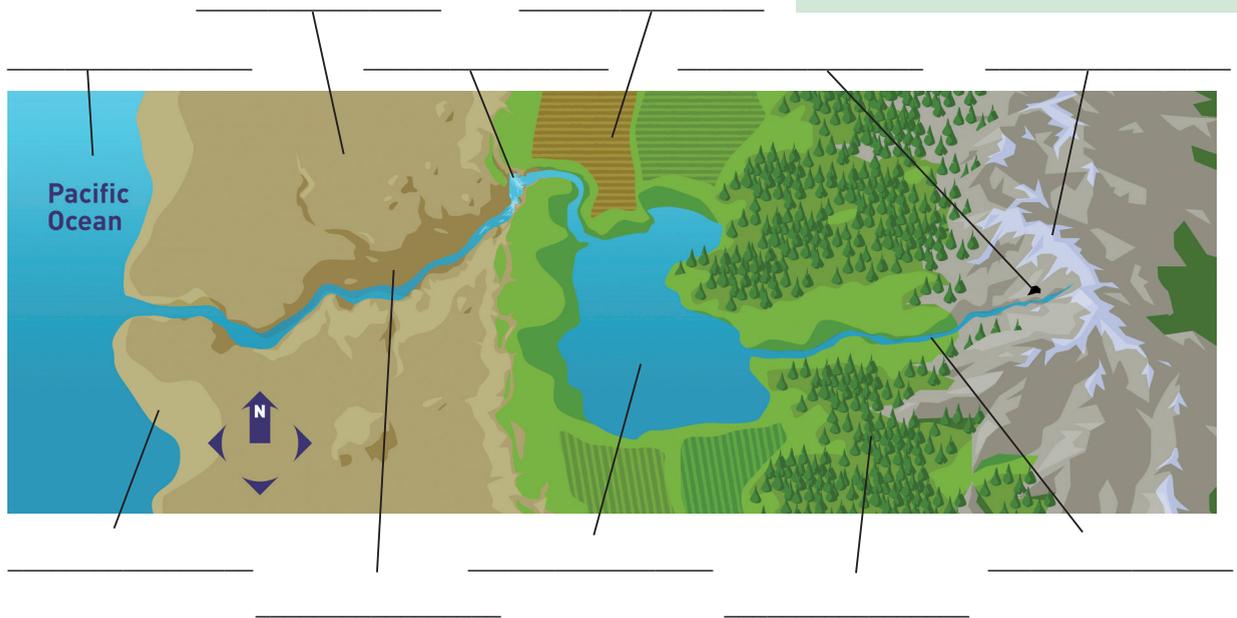


**1 Work with 'geography' words. Do the tasks.**



- 1 Listen and draw the route on the map.
- 2 Find the 'geography' words. Label the map with them.

|        |          |           |
|--------|----------|-----------|
| ase    | frandmal | haceb     |
| keal   | lavley   | ninatoum  |
| redset | revir    | tallwafer |
| vace   | wosod    |           |



**3 Work in pairs. Make up another riddle clue.**

*My first is in ring, but not in sing.  
My second is ...*



**2 Complete the statements with pairs of opposites.**

sister    into    worst  
question    along    to the left

answer    best    to the right  
across    out of    brother

- 1 I understand the \_\_\_\_\_ that you're asking, but I don't know the \_\_\_\_\_ to it. I'm sorry.
- 2 We tested 18 cars and the Hilight was the \_\_\_\_\_ (\*\*\*\*\*) for safety, but it was the \_\_\_\_\_ (\*) in another important way: it was the least comfortable.
- 3 This is a photo of my \_\_\_\_\_ and she's a year older than me. And this is a photo of my younger \_\_\_\_\_. He's the youngest in our family.
- 4 I've just seen your mum. She came \_\_\_\_\_ the bank and went straight \_\_\_\_\_ the supermarket. I expect she's shopping in there now.
- 5 To get to the shoe shop, you need to go \_\_\_\_\_ this road, turn left and then take the first right. Go \_\_\_\_\_ that road for 200 metres and you'll see it.
- 6 We looked out of our little plane while we were flying north. \_\_\_\_\_, the sun was going down over the sea. \_\_\_\_\_, the land was already getting dark.

## 1 Read the examples.

- |  |   |
|--|---|
| 1 When and where <b>did I start</b> ?                            | 2 How far <b>have I travelled</b> so far?             |
| 3 A ship <b>found</b> them at 6:30 am.                           | 4 Satnavs <b>have become</b> popular in recent years. |
| 5 By 8th August, they <b>were</b> just 450 kilometres from land. | 6 GPS <b>has saved</b> many lives.                    |

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 Examples 1, 3 and 5 are all in the **a)** present perfect.  **b)** past simple.
- 2 Examples 2, 4 and 6 are all in the **a)** present perfect.  **b)** past simple.
- 3 Examples **a)** 1, 3, 5  **b)** 2, 4, 6  are about actions that were completed in the past.
- 4 Examples **a)** 1, 3, 5  **b)** 2, 4, 6  are about actions that connect the past to the present.
- 5 The time expressions in 3 and 5 relate to **a)** the past.  **b)** the present.
- 6 The time expressions in 2 and 4 relate to **a)** the past.  **b)** the present.

## 2 Work in pairs. Ask and answer questions.

It is late on 7th August. A reporter is calling with some questions for Mark Stubbs.

**Student A:** You are the reporter. Ask these questions.

*Where did you set off from?*

*What date did you leave?*

*How did you all feel when you started?*

*How far have you travelled so far?*

*How many days have you been at sea?*

*How do you all feel everything has gone so far?*

**Student B:** You are Mark. Give information from the map. Imagine and explain everyone's feelings.



## 3 Work in pairs. Make statements from the notes for Mark's video diary.

*We woke up at 5:00 am, and we began rowing at 6:00.*

*We have done well today because the wind was behind us this morning.*

we (**wake up**) / 5:00 am, and / (**begin**) rowing / 6:00

we (**see**) / ship in / distance this morning and / (**catch**) a fish / dinner this afternoon

I (**do**) a nice interview with / reporter / 5:00, but / (**hear**) a bad weather forecast / 6:00

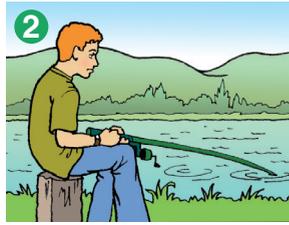
we (**do**) well today because / wind (**be**) behind us / this morning

I (**just check**) our GPS, and we (**travel**) 82 kilometres so far today

however, we (**start**) preparing / boat for / storm tonight because of that forecast

**1 Make statements about the pictures. Use the present perfect and the present perfect continuous.**

*They have been running for ages, but they haven't found ...*



|      |   |     |   |      |
|------|---|-----|---|------|
| He   | run ... ages,                           |     | ... not finish work                                 |      |
| She  | fish ... early this morning,            | but | ... not see a bus                                   | yet. |
| They | study ... an hour,<br>wait ... 8:00 am, |     | ... not find another clue<br>... not catch anything |      |

**2 Work in pairs. Ask and answer questions about travel information.**

1 Yasir is on the road from Alexandria to Cairo, a trip of 200 kilometres. Complete the information that his satnav gives him.

Started from: Alexandria at: 08:15  
 Time now: 09:15  
 Time travelled so far: 1 hour  
 Distance travelled: 100 kilometres  
 Speed during the last hour: \_\_\_\_\_ kph  
 On the road to: \_\_\_\_\_  
 Distance still to travel: \_\_\_\_\_  
 Probable time still to travel: \_\_\_\_\_



2 Answer the questions.

- 1 Where did Yasir start from?
- 2 When did he leave?
- 3 How long has he been on the road so far?
- 4 How far has he travelled so far?
- 5 What has his speed been during the last hour?
- 6 How much of the trip has he done?

**1 Work in pairs. Describe the picture and what the boys are thinking about.**



**2 Listen and complete the notes.**



**Jack's activities**

Time at school camp: \_\_\_\_\_  
 What he did there: \_\_\_\_\_  
 How long since then: \_\_\_\_\_  
 Activity since then: \_\_\_\_\_  
 How often: \_\_\_\_\_  
 Has managed to do: \_\_\_\_\_

**Rami's activities**

Main activity since he last saw Jack: \_\_\_\_\_  
 What nice thing his parents have been doing: \_\_\_\_\_  
 Has been able to do because of that: \_\_\_\_\_

**3 Work in pairs. Ask and answer questions.**

**Student A** How long was Jack at school camp?  
**Student B** He was there for ...

**4 Practise your pronunciation: stress for emphasis and contrast.**



1 Listen and underline sounds (syllables) that are stressed.

**Stress for emphasis:**

- 1 I haven't seen you for ages!
- 2 It was really good.
- 3 I've been training really hard.

**Stress for emphatic contrast:**

- 4 Jenny did a lot of sailing and I did a lot of climbing.
- 5 What have you been doing since then?
- 6 Well, almost every day.

2 Now listen again and repeat.

**5 Work in pairs. Read and act out.**

**Rami** I haven't seen you for ages!  
**Jack** Oh, that's partly because we were away at school camp for a week.  
**Rami** What was that like?  
**Jack** It was really good.  
**Rami** What did you do there?  
**Jack** Jenny did a lot of sailing and I did a lot of climbing.  
**Rami** Nice. But what have you been doing since then?  
**Jack** I've been training really hard for a place in City's junior team.  
**Rami** Wow! Have you been training every day?  
**Jack** Well, almost every day.

**1 Work in pairs and put a story together. Do the tasks.**

1 Read and number the sentences in order, starting with the topic sentence.

- 1 I remember when my friends and I did a treasure hunt in the park.
- The box of chocolates was under the tree and two small boys were under the tree, too.
- The first clue sent my friends and me to the end of the park.
- The two small boys were eating the last two chocolates from the box of chocolates when my friends and I arrived.
- Everyone was sent from the park gate to the play area.
- The start was near a tree at the centre of the park and my friends and I were told about the prize – a big box of chocolates.
- At the end of the park, the second clue pointed to the park gate.
- The third clue took everyone back from the play area to the centre of the park.

2 Find ways to shorten the story.

*I remember when my friends and I did a treasure hunt in the park. The start was near a tree at the centre of the park and my friends and I we ...*

3 Add sequence markers like these where you can.

*Then, ... After that, ... Finally, ...*

4 Tell the complete story. Then write it out.

**2 Work in pairs. Produce a puzzle and use it.**

1 Choose a place to reach, not too far from school.

2 Take turns to state the best route, sentence by sentence.

3 Imagine you are already at the place and produce the story – like this.

*You went out of the school gate five minutes ago.*

*Then you turned left and went along the road for five minutes.*

*After that, you went across it at the second crossroads and you turned right.*

*You have been walking along this road for the last three minutes.*

*You have just passed a big shop and you are opposite a big building.*

*Where are you?*

4 Write down your puzzle. Check each other's work.

5 Work with another pair. Read out your puzzle, sentence by sentence. Can they tell you where they are?

**Unit task:** Creating a puzzle.

2

East to India



- 1 Fogg and Passepartout travelled by train to Italy, and there they caught a ship, the *Mongolia*, to take them to Bombay, in India.
- 5 Exactly seven days after they had left London, their ship stopped in Suez, Egypt. There, Fogg and Passepartout left the ship and went to show their passports at the British
- 10 **Consulate**. On the way there, they were seen by another Englishman, Mr Fix. He was a London police

detective, and he was in Suez to catch the London bank robber. He was excited now because Fogg closely matched the **description** of the robber. He secretly followed them. Then, when Fogg returned to the ship

15 alone, he started talking to Passepartout. He discovered that the men were travelling round the world, and that Fogg was carrying £20,000.

Fix was sure that Fogg was the robber. He decided to join the *Mongolia* and travel to Bombay. There he could **arrest** Fogg because India was a British **colony**. He sent a message to London. He asked the police to send the correct arrest papers straight to Bombay.

20 Passepartout was surprised to see Fix again – now on the ship. They spent time together and became quite friendly as they sailed along the Suez **Canal**, through the Red Sea and across the Indian Ocean. This journey normally took ten days, but Fogg had promised the ship's engineer a lot of money if he could get them to Bombay ahead of schedule. And he did. They reached Bombay at 4:30 pm on 20th October – two days early.

25 There, Fogg sent Passepartout to buy more clothes for them both. While Passepartout was shopping, Fogg went straight to the passport **office**, and then to the railway station. There, he waited quietly for the 8pm train to Calcutta. He was not interested in seeing Bombay.

However, Passepartout was very excited to be there. He finished shopping and then looked round the city. He decided to go inside a beautiful **temple**. But he did not know that everyone must first **take off**

30 their shoes – and he did not. Immediately, three angry **priests** attacked him and started **pulling** them **off**. Passepartout then made his second mistake: he hit back at his attackers and then ran out of the temple.

He finally arrived at the station, with no hat or shoes, five minutes before the train left. He immediately told Fogg his story. Fix was hiding near them, and he heard the story,

35 too. He still did not have the arrest papers, and he was planning to follow Fogg to Calcutta. But then, while the others were getting on the train, he suddenly decided not

40 to go. While the train was slowly starting its three-day journey to Calcutta, Fix was thinking about the new idea that Passepartout's adventures had given him.



## NOTES:

**New names:** the *Mongolia* /mɒŋgəʊliə/ Mr Fix /mɪstə fɪks/

**The Suez Canal** /suːz cənəl/: Built between the Mediterranean and Red Seas and opened in 1869. Before this, ships from Europe had to sail round Africa (or South America) to reach the Far East. The Canal saved many weeks, many thousands of kilometres and much money.

**The railways** /reɪlweɪz/: First developed in Britain in 1825 and quickly spread to the rest of Europe and North America (1830). The first railway in India opened in 1851. By 1869, it was possible to cross the USA by railway. These new railways plus faster steamships were the things that made Fogg's 80-day journey possible.

### 1 Read and answer the questions.

- 1 Why was Fix first interested in Fogg?
- 2 What did he hope to do in Bombay?
- 3 What did Passepartout do wrong in Bombay?

### 2 Decide who said or thought what. And say where.

- 1 'And after I finish shopping, I want to see everything possible. I may never have the chance to come here again.' Passepartout - in ...
- 2 'I would like tickets for my servant and myself to Bombay.' \_\_\_\_\_
- 3 'This is my lucky day because that man looks just like the bank robber. But where's he going? I must follow him!' \_\_\_\_\_
- 4 'You can't come in here like that. Get those shoes off your feet! Now!' \_\_\_\_\_
- 5 'Oh, hello! What a surprise! We spoke in Suez two days ago, didn't we? I never expected to see you again like this, so let's go and have a cup of tea together.' \_\_\_\_\_
- 6 'Here's some money to buy us some cooler clothes for the next part of our journey. But make sure you're at the station by 7:45.' \_\_\_\_\_
- 7 'Well, I don't know much about him, but I can tell you that we're travelling round the world, and he's carrying £20,000 to pay for everything.' \_\_\_\_\_
- 8 'Now, they say it's ten days from here to there. But I need to get there fast, so I'll give you £100 for every day that you can cut our journey.' \_\_\_\_\_

### 3 Make statements about 1–8 in the correct order.

- 1 *Phileas Fogg said 2 in Italy.*

# Free-time activities

## 1 Listen and repeat.



against      arrange      at least      exam      forest  
 island      leisure (time)      might      pretty  
 quad bike      rugby      senior      view

### Word formation

across (prep)    cross (v)  
 arrange (v)    arrangement (n)  
 energy (n)    energetic (adj)  
 interesting (adj)    interest (n)  
 photo (n)    photography (n)  
 practise (v)    practice (n)

## 2 Look at pictures a–c on the next page. Do the tasks.

- 1 Name these people and say what countries they are from.
- 2 Say what you can about the activities in the pictures.

## 3 Listen and do the tasks.



- 1 Match pictures a–c to emails 1–3.
- 2 Say where in their countries these people live.
- 3 Name the activities in the pictures.

## 4 Read to complete the table.

|           | Michiko                            | Larry                            | Lucy                            |
|-----------|------------------------------------|----------------------------------|---------------------------------|
| energetic | playing tennis – with her<br>_____ | riding _____ –<br>with his _____ | going _____ –<br>with the _____ |
| quiet     | flower _____                       | _____ the view<br>of the _____   | doing _____                     |

## 5 Work in pairs. Ask and answer questions about the table in activity 4.

**Student A** Does Michiko do anything energetic in her free time?

**Student B** Yes, she likes ..., but she has a quieter side, too. She also enjoys ...

## 6 Work in pairs. Read out the emails.

1

... My family are sports crazy. My brother, Mark, is very energetic. He plays for the senior rugby team at our local club, and we all have to watch all their matches! (Oh, sorry: you might not know about rugby. It's a bit like football. In football you can't carry the ball, but in rugby you can carry it: you don't have to kick it all the time.)

I prefer to go camping though. I belong to the scouts and we always go in summer. We cross from North Island to South Island. You should see it. You'd love it. I could email you some photos. Shall I do that? (And could you send me some photos of Palestine?)

Photography's my other big interest. I'm the one with the camera at Mark's recent match against an Australian team.

SEND ↗



a Michiko



c Lucy



b Larry

2

... Our farm is east of Johannesburg, beside the Sabie River. We grow lemons and it's very pretty and green. I like painting the view sometimes.

Across the river, my sister and I love riding through the forest on our quad bikes. We go white water rafting, too. The river's wild here and it's really exciting. Mum says we shouldn't do it because we may hurt ourselves. But we're very careful, so we always tell her she mustn't worry!

SEND ↗

3

... I don't get much leisure time. I'm in Grade 11 at school now and it's hard. Most of us also go to exam practice school – and we have to do homework for both!

Tokyo's huge (30 million people) and we can't easily leave the city, but at least my friends and I can get to a lovely park near home. We sometimes play tennis there and then we go to a coffee shop and chat. I enjoy quieter things, too. For example, I do traditional flower arranging. In the picture, I'm finishing one of my arrangements. It's late now and I must stop. I need to get things ready for tomorrow. Write soon!

SEND ↗

**1 Replace with new words from period 1. Make any changes needed.**

- 1 Hisham is always the one who's the most ~~full of energy~~ \_\_\_\_\_ of all of us.
- 2 Huda doesn't have any ~~hobbies~~ \_\_\_\_\_ to give herself a rest from work.
- 3 ~~Taking photos~~ \_\_\_\_\_ is the thing that Sally loves most.
- 4 Don't ~~go across~~ \_\_\_\_\_ the road here. There's too much traffic.
- 5 We have an ~~important test~~ \_\_\_\_\_ at the end of the year.
- 6 I'm very busy with school work now, so I don't get much ~~free time~~ \_\_\_\_\_ .
- 7 There are over a million trees in the ~~very large woods~~ \_\_\_\_\_ here. It's huge!

**2 Add other new words from period 1. Make any changes needed.**

- 1 **A** Have you made any \_\_\_\_\_ for tomorrow?  
**B** Yes, I've \_\_\_\_\_ an appointment with the doctor.
- 2 **A** Mark plays for the \_\_\_\_\_ rugby team, doesn't he?  
**B** No, he's still in the juniors, but he \_\_\_\_\_ go up next year.
- 3 **A** It's ten kilometres right round our little \_\_\_\_\_ .  
**B** Then let's have a race round it on our \_\_\_\_\_ .
- 4 **A** Look at the lovely \_\_\_\_\_ across the valley.  
**B** Yes, it's very \_\_\_\_\_ , isn't it?
- 5 **A** We haven't had enough \_\_\_\_\_ before the big match tomorrow.  
**B** No, but \_\_\_\_\_ we managed to do some training yesterday.
- 6 **A** I've heard you play \_\_\_\_\_ here and not football.  
**B** That's right and we've got a big match \_\_\_\_\_ an Australian team this weekend.

**Now work in pairs. Check your work and then practise.**

**3 Read again and answer the questions.**

- 1 What energetic activities do these people like doing?
- 2 Where do they go to do them?
- 3 Who do they like going there with?
- 4 Why does Larry's mother get worried?
- 5 What is Lucy not completely happy about?
- 6 How could Michiko's life be better?

**4 Work in pairs. Think and discuss.**

Would you like to try any of the activities that you have read about?

**1 Read the examples.**

- |   |  |
|---|--|
| 1 We <b>may</b> hurt ourselves.           | 2 You <b>might not</b> know about rugby. |
| 3 You <b>can</b> carry the ball in rugby. | 4 We <b>can't</b> easily leave the city. |
| 5 I <b>could</b> email you some photos.   | 6 <b>Could you</b> send me some photos?  |
| 7 <b>Shall I</b> email you some photos?   |  |

Look at the examples again. Tick (✓) the best way to complete the statements.

- |   |
|---|
| 1 Examples 1 and 2 say that something is <b>a)</b> certain. <input type="checkbox"/> <b>b)</b> possible. <input type="checkbox"/>                     |
| 2 Example 3 means that people <b>a)</b> have to <input type="checkbox"/> <b>b)</b> are allowed to <input type="checkbox"/> do something.              |
| 3 Example 4 means that people <b>a)</b> are not able to <input type="checkbox"/> <b>b)</b> must not <input type="checkbox"/> do something.            |
| 4 Example 5 uses <i>could</i> <b>a)</b> to ask for something. <input type="checkbox"/> <b>b)</b> for an offer or suggestion. <input type="checkbox"/> |
| 5 Example 6 uses <i>could</i> <b>a)</b> to ask for something. <input type="checkbox"/> <b>b)</b> for an offer or suggestion. <input type="checkbox"/> |
| 6 Example 7 uses <i>shall</i> <b>a)</b> to mean <i>will</i> . <input type="checkbox"/> <b>b)</b> for an offer or suggestion. <input type="checkbox"/> |

**2 Work in pairs. Add the correct modal verbs.**

- A** Oh, no! I've forgotten my key, so I \_\_\_\_\_ (*can't / could*) open the car door.  
It \_\_\_\_\_ (*will / might*) be in the living room.
- B** \_\_\_\_\_ (*Shall I / Could you*) go back to the house and get it for you?
- A** Or we \_\_\_\_\_ (*could / shall*) just walk to the shops. It's only 300 metres.
- B** Yes, let's do that. It's crazy to drive a short distance like that.

**3 Read the examples.**

- |  |   |
|--|---|
| 1 You <b>should</b> see it.              | 2 Mum says we <b>should not</b> do it.      |
| 3 It is late now and I <b>must</b> stop. | 4 We tell her she <b>must not</b> worry.    |
| 5 We <b>have to</b> do homework.         | 6 You <b>do not have to</b> kick the ball.  |
| 7 I <b>need to</b> get things ready.     | 8 I <b>do not need to</b> get things ready. |

Look at the examples again. Tick (✓) the best way to complete the statements.

- |   |
|---|
| 1 Examples 1 and 2 mean it is <b>a)</b> a good idea <input type="checkbox"/> <b>b)</b> necessary <input type="checkbox"/> to do / not to do something.                        |
| 2 Example 3 means something is necessary because <b>a)</b> <i>you</i> feel it is. <input type="checkbox"/> <b>b)</b> <i>someone else</i> says it is. <input type="checkbox"/> |
| 3 Example 4 means it is <b>a)</b> necessary <i>not to do</i> <input type="checkbox"/> <b>b)</b> unnecessary to do <input type="checkbox"/> something.                         |
| 4 Examples 5 and 7 mean that it is <b>a)</b> necessary <input type="checkbox"/> <b>b)</b> unnecessary <input type="checkbox"/> to do something.                               |
| 5 Examples 6 and 8 mean it is <b>a)</b> necessary <i>not to do</i> <input type="checkbox"/> <b>b)</b> unnecessary to do <input type="checkbox"/> something.                   |

**4 Work in pairs. Add the correct modal verbs.**

- 1 **A** You \_\_\_\_\_ (*must / mustn't*) try to use that path. It's collapsing into the sea.  
**B** Thanks. But then they \_\_\_\_\_ (*should / shouldn't*) close it. It's dangerous!
- 2 **A** Tomorrow's a holiday, so I \_\_\_\_\_ (*must / don't need to*) get up early!  
**B** Oh, yes, you do! We \_\_\_\_\_ (*have to / don't have to*) help Mum with the housework before our guests arrive. Remember: she asked us last night.

## 1 Listen and repeat.

afford      business      castle      decorate      frame  
 (for) free (= no money)      on (my/his/her/their/our) own  
 recycle      similar      supply      think of      turn into

### Word formation

acceptable (adj)    accept (v)  
 colour (n)    colourful (adj)  
 miss (v)    missing (adj)

## 2 Look at the pictures in the passage and do the tasks.

- 1 Describe what you can see.
- 2 Read the title of the passage and the titles of the two parts. Say what Joe's and Ann's stories are probably about.

## 3 Read and do the tasks.

- 1 Check that your answer to activity 2.2 was correct.
- 2 Say what Joe can offer people that is special and unusual
- 3 Say what Ann can offer people that is special and unusual.

## 4 Read and answer the questions.

- 1 Why did Joe have to start doing what he does now?
- 2 Who helped him to start and how?
- 3 How do we know that his products are popular?
- 4 Who helped Ann to start doing what she does now?
- 5 How did a lot of people find out about her skills?
- 6 How do we know that her products are popular?
- 7 Who is nearer to having a real business – Joe or Ann?

## 5 Now complete the summary table.

|                                      | Joe                   | Ann           |
|--------------------------------------|-----------------------|---------------|
| <b>Hobby</b>                         | _____                 | _____         |
| <b>Especially interested in</b>      | _____                 | _____         |
| <b>The first thing that happened</b> | Was given two ...     | Made ...      |
| <b>The next thing</b>                | Put together ...      | Received ...  |
| <b>The thing after that</b>          | Built ...             | Was asked ... |
| <b>The situation now</b>             | Is thinking about ... | Is making ... |

Now work in pairs. Ask and answer questions about your notes.

- Student A** *What is Joe's hobby?*  
*What has he always been especially ...?*  
*What happened when he needed ...?*

# Turning a hobby into a business



## Joe's story

Joe loves bikes – especially looking after them. At 14, he badly needed to get a bigger bike, but his dad had lost his job, so the family could not afford to buy him  
5 one. He had to think of something else.

One day, a neighbour was throwing away an old bike. The frame was damaged and it needed a new wheel, but everything else was fine. When Joe  
10 asked, Mr Wilson said, 'Take it. If you can repair or recycle it, I'll be happy.'

Joe then found a similar old bike on the internet – for free. Several parts were missing, but the frame and wheels were  
15 good. So that weekend, he was able to build his new bike – and he did not have to pay anything for it!

Since then, he has constructed similar cheap bikes for several friends. He is now  
20 thinking this could become a real business when he leaves school.

## Ann's story

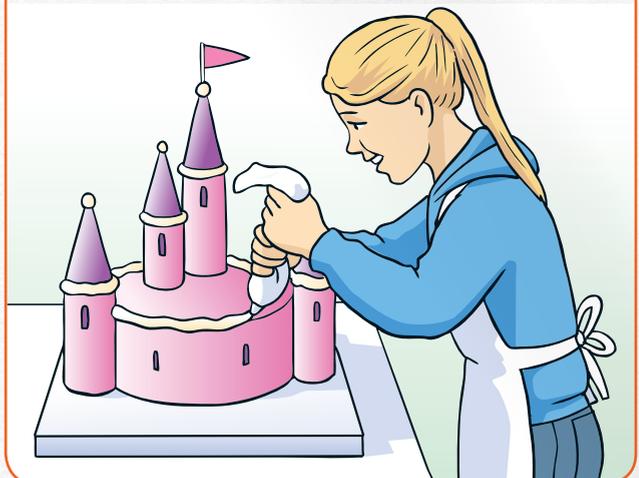
Ann started helping her mum make biscuits when she was five. Of course, she could not do everything on her own at  
25 that age, but she soon became especially good at decorating biscuits. She could make colourful designs that everyone loved.

Then her mum helped her to start  
30 making cakes – like her brother's birthday cake in the shape of a car. She managed to add lots of details like the windows and wheels and he loved it!

So did the other children – and their  
35 mothers. Soon, one of them asked for another one. She had to make this in the shape of a princess's castle!

More orders followed. Then a cake shop asked her to supply them. Ann was  
40 worried about time, but they offered a special arrangement: Ann did not have to accept all their orders – only the ones that she could manage.

This week's project is a wedding cake  
45 for 100 people!



**1 Replace with new words from period 4. Make any changes needed.**

- 1 By autumn, the young birds had ~~become~~ \_\_\_\_\_ adults.
- 2 The two pictures looked ~~almost the same~~ \_\_\_\_\_.
- 3 All the walls look very dark. We need to ~~paint~~ \_\_\_\_\_ the whole house.
- 4 We can get into the museum ~~without paying~~ \_\_\_\_\_.
- 5 In this factory, they ~~use and change~~ \_\_\_\_\_ old glass into new bottles.
- 6 I love the way her pictures are so ~~full of strong colours~~ \_\_\_\_\_.
- 7 We counted the children and one of them was ~~not there~~ \_\_\_\_\_.

**2 Add other new words from period 4. Make any changes needed.**

- 1 **A** Did they really use to make the \_\_\_\_\_ of planes from wood?  
**B** Yes, but when planes got bigger, they had to \_\_\_\_\_ something else.
- 2 **A** Is Tariq's new internet \_\_\_\_\_ doing well?  
**B** Yes, very well, so they can now \_\_\_\_\_ to move into bigger offices.
- 3 **A** Where did they get all the stone to build that huge \_\_\_\_\_?  
**B** That was \_\_\_\_\_ from a local quarry.
- 4 **A** Are you going to \_\_\_\_\_ their job offer?  
**B** I'm not sure. It may be too much for me to do \_\_\_\_\_ .  
It needs two people.

**Now work in pairs. Check your work and then practise.**

**3 Read the passage again and do the tasks.**

**Say what the underlined words and phrases refer to.**

- 1 Line 33: ... and he loved it!
- 2 Lines 34–35: So did the other children – and their mothers.
- 3 Lines 35–36: ... Soon, one of them asked for another one.
- 4 Lines 38–39: Then a cake shop asked her to supply them.

**Now say what the underlined words mean.**

- 1 Lines 2–3: At 14, he badly needed to get a bigger bike, ...
- 2 Line 3: ... his dad had lost his job, ...
- 3 Lines 15–16: ..., he was able to build his new bike – ...
- 4 Lines 39–40: Ann was worried about time, ...

**4 Work in pairs. Think and discuss.**

- 1 What leisure interests do you have?
- 2 If you wanted to, could you do any of these as a job?

**1 Add these activities to the table below.**

camping      flower arranging      photography  
rugby      tennis      white water rafting

| Verbs | Activities in the emails | Other activities |
|-------|--------------------------|------------------|
| do    | cooking, _____           | _____            |
| go    | swimming, _____          | _____            |
| play  | volleyball, _____        | _____            |

**Now add these new activities to the table.**

art      basketball      climbing      homework      running      the guitar

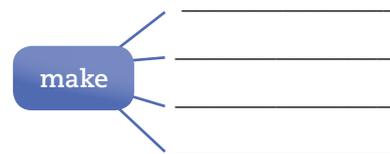
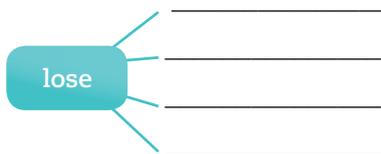
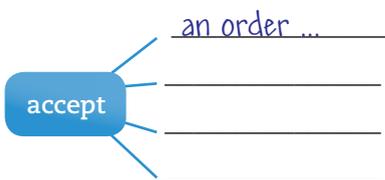
**Now talk about activities that you do.**

I usually go running after school. What about you?

I don't often go running. I prefer to play volleyball.

**2 Add these words to verbs from the passage on page 37.**

a design      a job      an order



**Now add these other words that also go with the verbs.**

an appointment      a cake      an idea      an invitation      a match  
a mistake      a person      a phone      weight

**Now complete the sentences with verb-noun pairs from the network above.**

**Make any changes needed**

- Tom prefers the old ways. He takes a long time to \_\_\_\_\_ that's new.
- I'm not very well. I'm going to \_\_\_\_\_ to see the doctor.
- Our team are doing well. They haven't \_\_\_\_\_ all year!
- I'm eight kilos too heavy! I really need to \_\_\_\_\_.
- I \_\_\_\_\_ and went the wrong way. I had to go back and start again.
- I've \_\_\_\_\_ to a party on Saturday, but I may not enjoy it because I only know one or two other people who will be there.

### 1 Read the examples.

- |   |  |
|---|--|
| 1 At five, Ann <b>could make</b> biscuits.                            | 2 Now, she <b>can make</b> a wedding cake.                               |
| 3 She <b>could not do</b> everything on her own.                      | 4 She <b>cannot accept</b> every order.                                  |
| 5 Joe <b>was able to look after</b> bikes.                            | 6 These days, he <b>is able to build</b> bikes.                          |
| 7 At 14, Joe <b>had to build</b> his own bike.                        | 8 Ann <b>has to make</b> orders she accepts.                             |
| 9 Ann <b>did not have to make</b> cakes for her friends, but she did. | 10 Joe <b>does not have to build</b> bikes for his friends, but he does. |

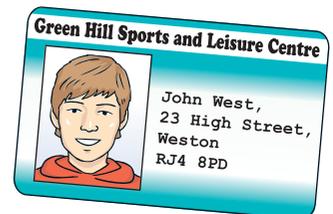
Look at the examples again. Tick (✓) the best way to complete the statements.

- Example 1 says what Ann **a**) is able to do now.  **b**) was able to do in the past.
- Example 2 says what she **a**) is able to do now.  **b**) was able to do in the past.
- Example 3 says what she **a**) is not able to do now.  **b**) was not able to do in the past.
- Example 4 says what she **a**) is not able to do now.  **b**) was not able to do in the past.
- Examples 5 and 6 use *was able to / is able to* as a different way of saying **a**) *could / can*.  **b**) *had to / has to*.
- Examples 7 and 8 say that it was / is **a**) necessary  **b**) possible  to do something.
- Examples 9 and 10 say that it was / is not **a**) possible  **b**) necessary  to do something.

### 2 Complete the story. Use past forms (positive or negative) of the verbs in brackets.

Last year, I was once late for basketball practice at the Sports and Leisure Centre, so I (1) \_\_\_\_\_ (*have to*) run and I forgot my door key! When I got home, of course, I (2) \_\_\_\_\_ (*can*) get in.

It was very cold and I didn't want to spend the night outside, so I (3) \_\_\_\_\_ (*have to*) find another way into the house. Luckily, I (4) \_\_\_\_\_ (*have to*) look very far because a small kitchen window was open. However, I (5) \_\_\_\_\_ (*can*) climb through it because it was not big enough. Instead, though, I (6) \_\_\_\_\_ (*be able to*) reach inside and open the big window next to it. I started climbing in. But then the police arrived. At first, I just (7) \_\_\_\_\_ (*can*) make them understand that I lived there. I (8) \_\_\_\_\_ (*have to*) explain three times and show them the address on my Sports and Leisure Centre card before I (9) \_\_\_\_\_ (*be able to*) make them believe me!



### 3 Complete the statements. You can use these ideas. Use the verbs in brackets.

walk / run      run / ride a bike      tidy up my room / wash the dishes

- When I was one, \_\_\_\_\_, but \_\_\_\_\_. (*could / could not*)
- When I was four, \_\_\_\_\_, \_\_\_\_\_. (*was able to / was not able to*)
- When I was ten, \_\_\_\_\_, \_\_\_\_\_. (*had to / did not have to*)

**1 Complete the conversation. Choose the correct verbs in brackets.**

- A** Emma, you (1) \_\_\_\_\_ (should / can't) watch the programme on Egypt this evening. It (2) \_\_\_\_\_ (may / shall) be useful for your school project.
- B** You're right, Dad, and I'd love to watch it, but I really (3) \_\_\_\_\_ (may not / can't) because we've got a big test tomorrow and I (4) \_\_\_\_\_ (can / must) do a lot of work to get ready for that. I (5) \_\_\_\_\_ (might not / mustn't) lose a minute!
- A** Well, (6) \_\_\_\_\_ (shall / must) I put it on a DVD for you? Then you (7) \_\_\_\_\_ (must / can) watch it after you finish work tonight.
- B** Thanks, but I (8) \_\_\_\_\_ (shall / may not) be able to watch it then. I'll be very tired.
- A** Well, you (9) \_\_\_\_\_ (mustn't / don't have to) watch it tonight. You (10) \_\_\_\_\_ (can / mustn't) watch it tomorrow after your test.
- B** Yes, that's a good idea. But excuse me now, Dad, I really (11) \_\_\_\_\_ (should / may) go and start work.
- A** All right, Emma, but you (12) \_\_\_\_\_ (should / mustn't) work too hard or too late. It won't help you tomorrow if you do.

**2 Complete the conversation. Use *have to*, *not have to* or *mustn't*.**

- A** Tomorrow's a holiday, so I (1) \_\_\_\_\_ get up early.
- B** OK, you (2) \_\_\_\_\_ get up very early. But you (3) \_\_\_\_\_ get up too late, either. Remember, we're going to the beach and so we (4) \_\_\_\_\_ leave quite early. The roads will be very busy.
- A** Oh, yes! So what time (5) \_\_\_\_\_ we \_\_\_\_\_ go?
- B** Well, we certainly (6) \_\_\_\_\_ leave any later than eight o'clock.
- A** Let's get everything ready tonight. Then we (7) \_\_\_\_\_ worry about doing that in the morning. We'll be able to just get up, have breakfast and leave.
- B** Yes, but the food for our picnic lunch needs to be fresh, so we (8) \_\_\_\_\_ make that in the morning.
- A** But we (9) \_\_\_\_\_ take a picnic. We can go to a restaurant by the beach.
- B** No, we (10) \_\_\_\_\_ do that. Those places are all far too expensive!

**3 Complete the story. Use the verbs in brackets in past positive or negative forms.**

Before last year, I (1) \_\_\_\_\_ (can) run for ages without getting tired and I (2) \_\_\_\_\_ (have to) keep stopping to get my breath back. But then, last year, I (3) \_\_\_\_\_ (have to) work very hard for my exams and so I (4) \_\_\_\_\_ (can) do any sport. By the end of the exams, I was ten kilos too heavy and I (5) \_\_\_\_\_ (can) run more than 50 metres without stopping! So I decided that I really (6) \_\_\_\_\_ (have to) get fit quickly. That was when I joined the Sports and Leisure Centre and they (7) \_\_\_\_\_ (be able to) create a great training programme for me. I expected to need to train every day, but I (8) \_\_\_\_\_ (have to) do that. It was enough to train for an hour, three times a week and soon I (9) \_\_\_\_\_ (be able to) start losing weight. I (10) \_\_\_\_\_ (be able to) make new friends and have a lot of fun, too. After three months, I was back to normal again.

**1 Listen to part 1 and answer the questions.**

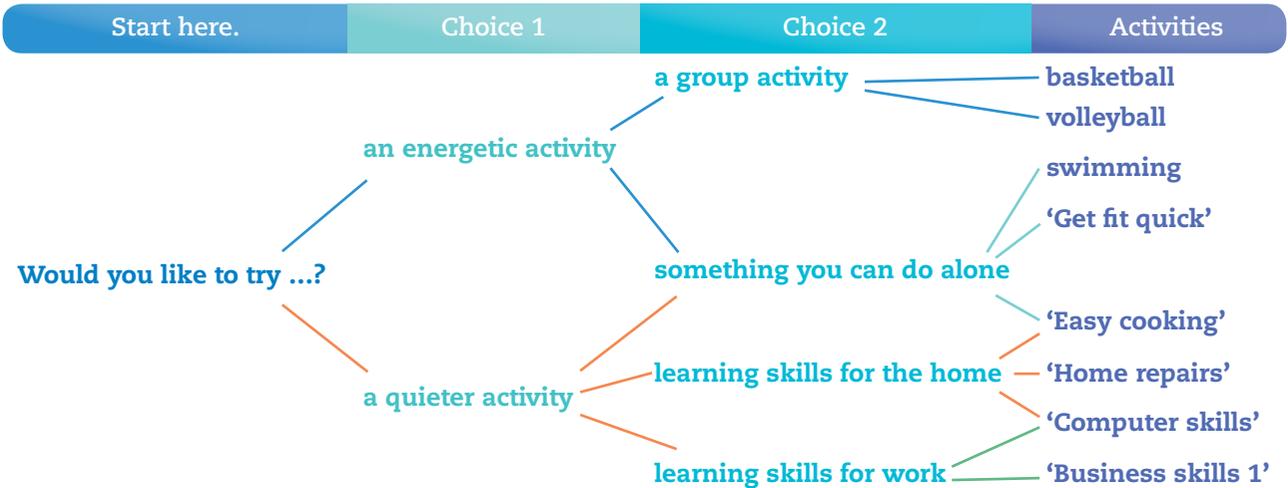


- 1 What was the problem a year ago?                      2 What did the doctor advise him to do?
- 3 What happened soon after that?                      4 What has happened recently?

**2 Look at the chart and the activities. Listen to part 2 and do the tasks.**



- 1 Listen and answer the question. What activity does the manager advise in the end and why?



- 2 Listen again. Tick (✓) the expressions that you hear.

- 1 **A** Would you like to try an energetic activity?
- B** Do you want to try an energetic activity?
- 2 **A** What about 'Home repairs', for example?
- B** You could do 'Home repairs', for example.
- 3 **A** Well, what about cooking?
- B** Well, what do you think about cooking?
- 4 **A** Perhaps you should try 'Easy cooking'.
- B** I think you should try 'Easy cooking'.

**3 Practise your pronunciation: intonation with or questions.**



- 1 Listen and mark the parts that rise (↗) and the parts that fall (↘).

- 1 Energetic  or quieter?
- 2 An energetic activity  or a quieter activity?
- 3 Would you like to try an energetic activity  or a quieter activity?

- 2 Now listen again and repeat.

**4 Work in pairs. Read and act out.**

**Carl Highgate** Tell me, have you decided what you'd like to do?  
**Maddy Ross** Perhaps you could suggest a few things.  
**Carl Highgate** Yes, of course. Would you like to try an energetic activity or a quieter activity?  
**Maddy Ross** I'd like to try something quieter.  
**Carl Highgate** Fine. Now, do you want to try learning skills for the home or learning skills for work?  
**Maddy Ross** I'd like to try skills for the home, I think.

**1 Write the short forms. (They are all in the emails on pages 32–33.)**

- 1 it is \_\_\_\_\_      2 should not \_\_\_\_\_      3 we are \_\_\_\_\_  
 4 you would \_\_\_\_\_      5 I am \_\_\_\_\_      6 cannot \_\_\_\_\_

**2 Write the full form of the underlined words.**

- 1 Mark's running with the ball. \_\_\_\_\_  
 2 Mark's just scored. \_\_\_\_\_  
 3 I'd never tried a quad before I rode Larry's. \_\_\_\_\_  
 4 I'd love to buy one, but they're expensive. \_\_\_\_\_

**3 Correct the sentences. Put the correct possessive forms at the end.****NOTE:**

The boy's bike. The two boys' bikes. The two children's bikes.

- 1 This is Michiko flower arrangement. \_\_\_\_\_  
 2 Our children quads are outside. \_\_\_\_\_  
 3 Lucy brother name is Mark. \_\_\_\_\_  
 4 Larry parents names are John and Susan. \_\_\_\_\_

**4 Work in pairs. Ask and answer the questionnaire.**

**Unit task:** Describing your regular daily life.

**Questionnaire: YOUNG PEOPLE TODAY**

Please take a few minutes to answer our questions. This will help us to get a better idea of young people's regular daily lives.

- 1 What time do you have to get up to go to school?
- 2 What about the weekend? Do you still have to get up so early?
- 3 How much homework do you usually do?
- 4 How much more or less do you think you should do?
- 5 Did you have to do much to help at home ten years ago?
- 6 What do you have to do to help at home now?
- 7 What do you usually do with your free time at the weekend?
- 8 What can't you do and why? (For example, because there's no time or you're not allowed to.)

**5 Answer the questionnaire about yourself. Write a paragraph.**

Use connecting words – like *but* to join answers 1 and 2, for example.

## 3

## Saving Aouda

1 Fogg and Passepartout were now on their way across India by train. They travelled through forests full of wild animals and groups of dangerous people who often attacked others.

A British **army** officer, Sir Francis Cromarty, sat with them. He knew India well, and he said to Fogg, 'Your friend made a big mistake at the temple. If the British police catch him, he will have big problems.'

5 'Perhaps,' Fogg replied calmly. 'But that won't stop me. I've done nothing wrong, so I will continue my journey.'

A little later, the train suddenly stopped. A man walked through the train and asked everyone to **get off**. 'Why have we stopped?' Fogg asked.

'The railway stops here,' the train **conductor** said. 'It isn't finished. It starts again at Allahabad, fifty **miles** 10 from here.'

The three men left the train and started looking for other transport. Fogg found and bought an elephant for £2,000. He also found a guide. The three travellers climbed on the elephant, and their guide led them through the dangerous forest.

Hours later, they heard something strange. They hid and watched. It was a group of people who were 15 singing, dancing and playing sad music. They were carrying the dead body of someone rich, and they were making a beautiful young woman walk next to the body.

Sir Francis knew what was happening. 'This is a *suttee*,' he said. 'They will **burn** the woman alive with her dead husband tomorrow morning.'

Fogg said, 'I think we should save this woman.'

20 'I do, too,' said Sir Francis, 'but it will be very dangerous.'

They followed the crowd to a temple, but they could not rescue her there: there were too many people. Morning came, and Fogg and Sir Francis watched while the woman was put on a **pile** of wood with her dead husband. They did not know what to do. The fire was started, and there seemed nothing they could do to help the poor young victim. The fire grew stronger.

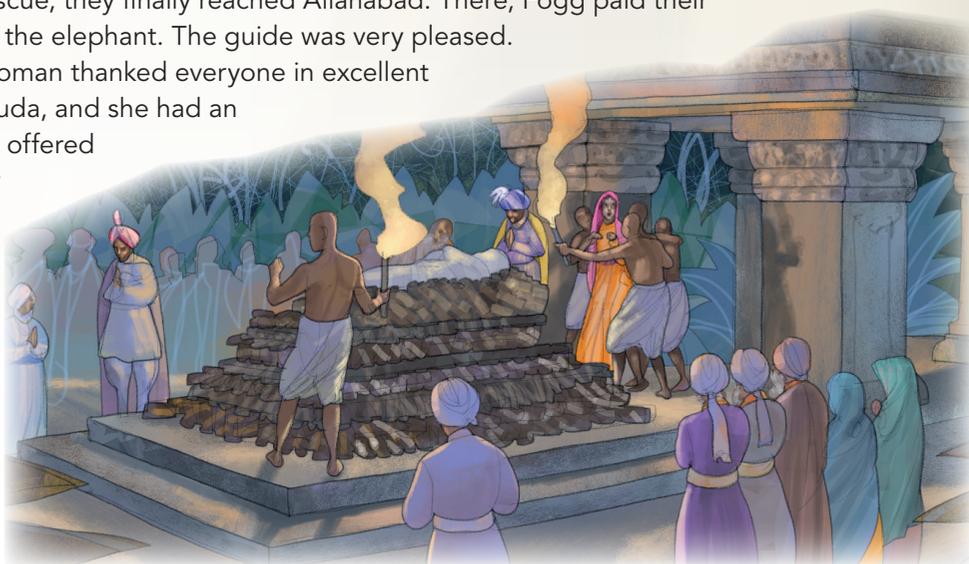
25 Then, suddenly, the dead body on top of the fire stood up. It picked up the woman and jumped down. Everyone around was very afraid.

The 'dead man' **rushed** to Fogg with the woman and said, 'Let's go!' It was Passepartout! Quickly, they **lifted** the young woman up on the elephant and raced away before the crowd understood what was happening.

30 After the successful rescue, they finally reached Allahabad. There, Fogg paid their guide – and also gave him the elephant. The guide was very pleased.

The beautiful young woman thanked everyone in excellent English. Her name was Aouda, and she had an uncle in Hong Kong. Fogg offered

35 to take her there, and they caught the next train together. This reached Calcutta at 7 am on 25th October. Fogg was no 40 longer two days early, but he was not late, either. He was happy.



**NOTES:**

**Sir:** A British title before the name, given to a man who is, or who has done, something important. The title for a woman is *Lady*.

**British army and police in India:** These had officers from Britain, but most of the people in these services were Indian.

**Railways in India:** By 1872, Britain had built many railway lines in Britain (starting in the 1830s). By the 1860s, railways were also being built in India. In such a large country, they were a very useful form of transport.

**1 Read and answer the questions.**

- 1 Why did everyone have to get off the train?
- 2 What did Fogg then do in order to continue the journey?
- 3 What did he and the others stop to try and do on the way?
- 4 How did the rescue happen?
- 5 What happened at the end of the journey through the forest?

**2 Add the correct thing or person from the story.**

- 1 \_\_\_\_\_: This was the man who spoke to Fogg during the train journey.
- 2 \_\_\_\_\_: This was the person who explained the problem with the railway line.
- 3 \_\_\_\_\_: This was the city that they had to reach in order to get on a train again.
- 4 \_\_\_\_\_: This was the distance that they had to travel in order to get there.
- 5 \_\_\_\_\_: This was the type of transport that they used.
- 6 \_\_\_\_\_: This was the money that Fogg paid for it.
- 7 \_\_\_\_\_: This was the person who led them through the dangerous forest.
- 8 \_\_\_\_\_: This was the thing that was happening deep in the forest.
- 9 \_\_\_\_\_: This was the woman who Fogg and the others wanted to rescue.
- 10 \_\_\_\_\_: This was the place that the crowd took the woman to.
- 11 \_\_\_\_\_: This was the person who dressed as the dead person and then saved the woman.
- 12 \_\_\_\_\_: This was the city on the other side of India that they reached on 25th October.

# Emergency!

## 1 Listen and repeat.



cost      deal with      emergency      exhausted  
 faulty      fire engine      fire station      flame      flexible  
 paramedic      partner      service      smoke

### Word formation

fire + fighter (n)    firefighter (n)  
 protect (v)    protection (n)

## 2 Look at the pictures below and on the next page. Do the tasks.

- 1 What kind of job do you think the people do?
- 2 Say what kind of work they seem to be doing in pictures a and b on the next page.

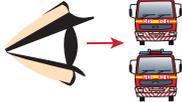
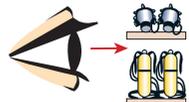
## 3 Listen and answer the questions.



- 1 Check your answers to activity 2.2.
- 2 What types of things do firefighters do back at the fire station?
- 3 What example of these does Carol give during her day?

## 4 Read and do the tasks.

- 1 Work out the time of day.
  - 1 Say what time of day it is in picture a. Explain.
  - 2 Say what time it is in picture b. Explain.
- 2 Write Dan Fellini's work schedule.

|   |   |             |
|---|---|-------------|
|  |  | Start work. |
|  |   | 8:15        |
|  |  | 9:00        |
|   |   | 9:45        |
|   |  | 10:30       |
|  |   | 12:00       |
|   |  | 1:00        |

Now work in pairs. Ask and answer questions about Dan's work schedule.

- Student A** *When does Dan start work?*  
**Student B** *He starts at ... Does he check the fire ...?*  
**Student A** *Yes, he does that at ... What time ...?*

## 5 Work in pairs. Read out the firefighters' stories.

## REAL LIFE JOBS - Firefighter


**Dan Fellini,**  
 Ontario Fire Service

Many people think firefighters just relax  
 5 between emergencies. But it isn't like that. We have a full schedule from the minute we start work at 8:00 am.

First, we check the fire engines and  
 10 all our equipment. We must be sure that everything is in working condition: faulty equipment costs lives. Our own 'working condition' is just as important. We train to keep fit, of course, but we also learn new  
 15 skills all the time - things like first aid, fire protection systems and IT. Then there's the training we do together. We train to become an efficient, flexible team that can do the job and keep each other safe  
 20 in different, often dangerous situations. We have to be ready for anything.

Then, of course, 'anything' happens. We stop all our practising and preparing and race to deal with the real thing - the next  
 25 emergency call.


**Carol Roper,**  
 London Fire Service

We do many different things in this amazing  
 30 job. Here's just one twelve-hour day.

**1:30 pm.** The police call us to a road accident. There's no fire, but a driver is caught inside her car. We free her with  
 35 our special cutting equipment. Then the paramedics take over.

**3:30 pm.** There's training back at the fire station. Today it's 'How to deal with dangerous chemicals'. Even the older  
 40 officers are there. In this job, training never ends!

**7:00 pm.** We're giving a talk to the local scouts. Part of our job is to teach people about fire safety - to stop future fires  
 45 from happening.

**10:30 pm.** We go to a house fire. The firefighters already there need help. My partner and I put on our safety equipment and move into the thick, black smoke to  
 50 attack the flames.

**12:00 am.** Finally, we win. We're dirty and exhausted - but very, very pleased.



### 1 Add the new words from period 1. Make any changes needed.

- 1 **A** Do firefighters and \_\_\_\_\_ ever work together?  
**B** Yes, they work closely as \_\_\_\_\_ when people need medical help.
- 2 **A** All the equipment that firefighters use \_\_\_\_\_ thousands of dollars.  
**B** Well, they need it to do their job – and to give them \_\_\_\_\_ from the fire.
- 3 **A** How bad is the fire? I can only see some black \_\_\_\_\_.  
**B** It's growing. Look, that wood is burning now. Look at those \_\_\_\_\_.
- 4 **A** I expect it's hard work in the fire \_\_\_\_\_ – especially when you go out to a big fire.  
**B** Yes, by the end, we're always dirty and \_\_\_\_\_ – but happy that we've done a good job.

**Now work in pairs. Check your work and then practise.**

### 2 Read. Complete with other new words from period 1. Make any changes needed.

Dan Fellini says that (1) \_\_\_\_\_ work hard all the time and not just during (2) \_\_\_\_\_. In the morning, at the (3) \_\_\_\_\_, they always check the (4) \_\_\_\_\_ and everything else because (5) \_\_\_\_\_ equipment can kill. They train together, too, to learn to work as a team that is (6) \_\_\_\_\_ and efficient. Then, when the call comes, they leave everything and rush to (7) \_\_\_\_\_ the next fire.

### 3 Read the passage again and do the tasks.

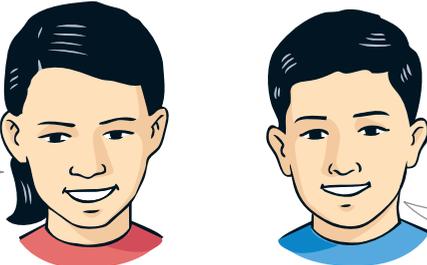
**Say what the underlined words refer to.**

- 1 Lines 12–13: Our own 'working condition' is just as important.  
 2 Lines 39–40: Even the older officers are there.  
 3 Lines 40–41: In this job, training never ends!

**Now say what the underlined phrases mean.**

- 1 Lines 5–6: But it isn't like that.  
 2 Lines 11–12: ... : faulty equipment costs lives.  
 3 Lines 22–23: We stop all our practising and preparing ...  
 4 Lines 35–36: Then the paramedics take over.  
 5 Line 51: Finally, we win.

### 4 Work in pairs. Think and discuss.



If you decided to join the emergency services, would you be a (firefighter)?

I'm not sure. Perhaps I'd become a (paramedic) because ...



## 1 Listen and repeat.

alive ambulance cheer desperate(ly)  
examine floor ladder lean ledge  
nowhere rush shoot out smash

### Word formation

explode (v) explosion (n)  
fire (n) on fire (phrase)  
hurt (v) unhurt (adj)  
low (adj) lower (v)  
thank (v) thanks to (phrase)

## 2 Look at the picture in the passage and do the tasks.

- 1 Describe what you can see.
- 2 Read the newspaper headline and the line above it. Explain the new information that they give.

## 3 Read and do the tasks.

- 1 Read paragraph 1 to check your answers to activity 2.
- 2 Read the rest of the report and answer these questions.
  - 1 Who called the rescue services?
  - 2 Which services came?
  - 3 How was she rescued?

## 4 Read and answer the questions.

- 1 Why did Helen climb out of the window?
- 2 What did the firefighters try to do first?
- 3 What did they then do instead?
- 4 What stopped her from jumping at first?
- 5 What finally made her jump?

## 5 Read and complete the fire officer's notes.

### OFFICER'S NOTES

Fire victim's name:  Age:  Job:

Type of home:  Floor Number:

Place where the fire began:  Cause: Known:  Unknown:

Time when the fire was discovered:

Actions by the victim: 1   
2

Fire service arrived at:  Other rescue services there: 1   
2

The problem with the rescue:

Officers who rescued the victim: 1   
2

Rescue route:  Any injuries: Yes:  No:

Now work in pairs. Ask and answer questions about your notes.

**Student A:** Take the part of the newspaper reporter. Ask the fire officer.

*What was the fire victim's name?*

**Student B:** Take the part of the fire officer. Use your notes to answer.

*Her name was ...*

## Young nurse is saved from 10th floor fire

Young nurse Helen West, 19, had a lucky escape last night when her tenth-floor apartment 5 caught fire and two brave fire officers saved her life.

At 11 pm, she suddenly smelt fire from the direction of the kitchen. When she opened the 10 door, everything was on fire.

She closed the door quickly, but thick, black smoke started coming under it. The outside door was in the kitchen, so Helen 15 desperately needed another way out. There was only the bedroom window and outside that there was just a narrow ledge, 15 centimetres wide – and 30 metres 20 up. 'I was really scared, but there was nowhere else to go,' Helen 35 said later. Smoke was coming into the bedroom fast.

She climbed out and lowered 25 her feet to the ledge. 'And then I shouted for help!' Luckily, 40 some neighbours heard her and immediately called the fire service. A fire engine arrived ten 30 minutes later and then, too, the police and an ambulance.



Nurse Helen West heroically rescued yesterday

However, the ladder was ten metres short! There was only one thing to do. Officers Dave Yates and Ken Winterton rushed up to the tenth floor, smashed the door of the empty flat next to Helen's 50 and raced to the window. Dave leaned out and Ken held him. 40 Dave reached for Helen and shouted, 'Jump!'

'I tried,' she said later, 'but I couldn't. I was so scared!' Far below, firefighters, police, 45 paramedics and neighbours

watched and waited.

An explosion suddenly smashed Helen's window and flames shot out. Finally, she jumped and Dave caught her arms. He almost fell, but Ken managed to hold him. Slowly, they pulled Helen to safety.

When Dave and Ken brought 55 her down, everyone cheered wildly. The paramedics examined her, but she was unhurt. Later, she said, 'I'm lucky to be alive and it's all thanks to Dave and Ken!'

## 1 Replace with new words from period 4. Make any changes needed.

- 1 After the accident, we ~~looked carefully at~~ \_\_\_\_\_ the boat for damage.
- 2 ~~Because of~~ \_\_\_\_\_ everyone's hard work, our team won first prize.
- 3 The flames ~~moved very fast~~ \_\_\_\_\_ of our house very quickly.
- 4 Help! The house is ~~burning~~ \_\_\_\_\_!
- 5 Let's ~~gently bring down~~ \_\_\_\_\_ the big cupboard from the window.
- 6 The climbers found a ~~shelf~~ \_\_\_\_\_ that was wide enough to sleep on.
- 7 I'm bored. I've got nothing to do and ~~no place~~ \_\_\_\_\_ to go!

## 2 Add other new words from period 4. Make any changes needed.

- 1 **A** I've heard that Helen lived on the top \_\_\_\_\_ of the building.  
**B** That's right, and the firefighters' \_\_\_\_\_ wasn't big enough to reach it.
- 2 **A** That \_\_\_\_\_ is going very fast.  
**B** I expect the paramedics are \_\_\_\_\_ to get to an emergency fast.
- 3 **A** Be careful with that ladder, Will. It's \_\_\_\_\_ towards the window!  
**B** Yes, Will. If you aren't careful, you'll \_\_\_\_\_ the glass.
- 4 **A** Everyone is \_\_\_\_\_! Does that mean they've found the boy \_\_\_\_\_?  
**B** Yes, they've rescued the boy and he's completely \_\_\_\_\_.
- 5 **A** Was anyone hurt in the \_\_\_\_\_ at the factory?  
**B** No, thank God. But people were very scared and \_\_\_\_\_ to get out.

Now work in pairs. Check your work and then practise.

## 3 Read the passage again and do the tasks.

Say what the underlined word and phrase refer to.

- 1 Lines 16–17: There was only the bedroom window ...
- 2 Lines 30–31: ... and then, too, the police and an ambulance.

Say what the underlined words and phrases mean.

- 1 Lines 19–20: ... – and 30 metres up.
- 2 Lines 20–21: '..., there was nowhere else to go.' ...
- 3 Lines 33–34: There was only one thing to do.

## 4 Work in pairs. Think and discuss.

- 1 Say when you think Helen probably felt the most scared.
  - a) When she first climbed out of the window.
  - b) When she realized that the ladder was ten metres short.
  - c) When Dave called for her to jump and she couldn't.
  - d) When there was an explosion and flames shot out.
  - e) When Dave almost fell with her.
- 2 Talk about things that you are scared of.



I'm not afraid of being up high, but I'm really scared of snakes.



Oh, I don't mind snakes so much, but I really don't like the dark.

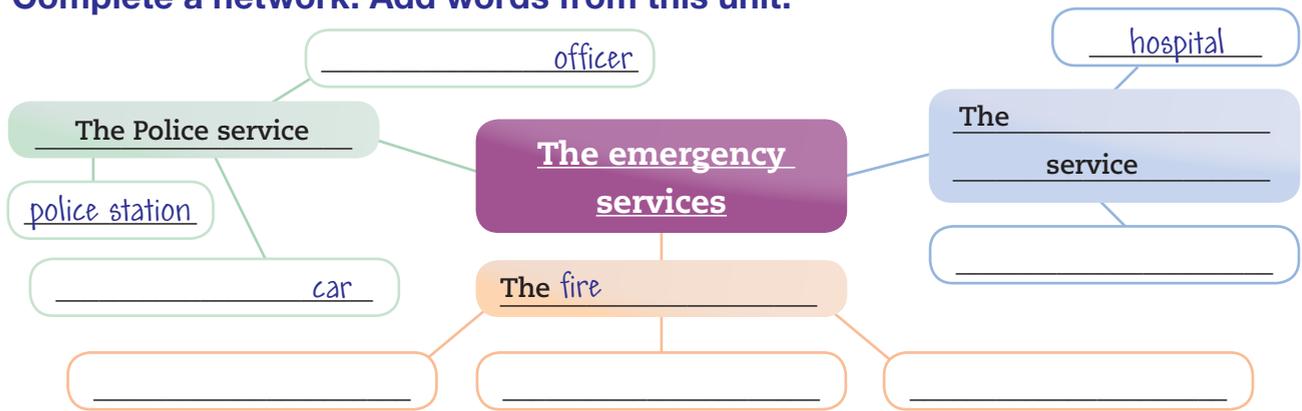
**1 Form participle adjectives to complete the table.**

|             | (1)     | (2)    | (3)       | (4)      | (5)       | (6)         |
|-------------|---------|--------|-----------|----------|-----------|-------------|
| <b>-ing</b> | amazing | boring |           | exciting |           | interesting |
| <b>-ed</b>  | amazed  |        | depressed |          | exhausted |             |

Now complete each sentence with either the *-ing* or the *-ed* adjective from the table.

- I'm (2) bored with this programme. Let's change channels.
- Let's try the film on Channel 4. That'll be more (6) \_\_\_\_\_.
- There's more bad news about earthquakes again. It's very (3) \_\_\_\_\_.
- We're going on holiday tomorrow and I'm very (4) \_\_\_\_\_.
- Six cars crashed, so we were (1) \_\_\_\_\_ that there were no injuries.
- We had to carry heavy rocks all day. It was (5) \_\_\_\_\_ work!

**2 Complete a network. Add words from this unit.**



Now try collecting words in other networks, for example:

school > subjects > maths / ... > equipment > ruler / ... > sports > basketball / ...

**3 Complete the dialogues with pairs of opposites. Make any changes needed.**

|       |        |        |
|-------|--------|--------|
| alive | wide   | raise  |
| empty | teach  | arrive |
| leave | full   | dead   |
| learn | narrow | lower  |

- A** This road is too \_\_\_\_\_ for our fire engine.

**B** We'll have to go back and find one that's \_\_\_\_\_ enough.
- A** What time does our plane \_\_\_\_\_ London?

**B** At 9:00 am and it \_\_\_\_\_ in Paris 45 minutes later.
- A** I need some oil, but this bottle is \_\_\_\_\_.

**B** Right, well, there's a \_\_\_\_\_ one in the cupboard, so use that.
- A** I think this plant is \_\_\_\_\_. We'd better throw it away.

**B** But look, it's beginning to produce some flowers. It's \_\_\_\_\_!
- A** People weren't buying our cakes, so we \_\_\_\_\_ the price.

**B** Yes, but our biscuits were too cheap, so we \_\_\_\_\_ their price.
- A** I've just \_\_\_\_\_ how to make a chocolate cake.

**B** Great! I'd like to be able to do that, too, so can you \_\_\_\_\_ me, please?

**1 Read the examples.**

- 1 Paramedics and neighbours **watched silently**.
- 2 She **shut the door quickly**.
- 3 Helen **desperately needed** another way out.
- 4 **Luckily**, some neighbours heard her.
- 5 I was **really scared**.
- 6 Smoke **was coming** into the bedroom **fast**.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 The usual job of *-ly* adverbs is to tell us more about **a)** verbs.  **b)** nouns.
- 2 These adverbs can come just **a)** before  **b)** after  the verb, as in Example 1.
- 3 If there is an object, it goes **a)** before  **b)** after  the adverb, as in Example 2.
- 4 To emphasize an adverb, we put it **a)** before  **b)** after  the verb, as in Example 3.
- 5 To emphasize an adverb even more, we can put it at the **a)** start  **b)** end  of a sentence. Here, with a comma, the adverb gives its meaning to the whole sentence, as in Example 4.
- 6 We sometimes use adverbs to make **a)** adjectives  **b)** nouns  stronger, as in Example 5.
- 7 To form the adverbs in Examples 1–5, we add *-ly* to **a)** nouns.  **b)** adjectives.
- 8 There are **a)** a few  **b)** a lot of  irregular adverbs, as in Example 6 and these do not add *-ly*. The **a)** most  **b)** least  common ones are *hard, early, fast, well*.

**2 Complete the table. Form adverbs from these adjectives.**

|           |         |          |           |          |        |                 |       |
|-----------|---------|----------|-----------|----------|--------|-----------------|-------|
| beautiful | early   | easy     | efficient | final    | gentle | <del>good</del> | happy |
| hard      | healthy | possible | safe      | sensible | silent | special         |       |

| Regulars                       |                                |                              |                                    | Irregulars                |
|--------------------------------|--------------------------------|------------------------------|------------------------------------|---------------------------|
| <b>quick + ly</b><br>> quickly | <b>lucky + ly</b><br>> luckily | <b>real + ly</b><br>> really | <b>flexible + ly</b><br>> flexibly | <b>fast + 0</b><br>> fast |
| _____                          | _____                          | _____                        | _____                              | _____                     |
| _____                          | _____                          | _____                        | _____                              | _____                     |
| _____                          | _____                          | _____                        | _____                              | good >                    |

**3 Add pairs of adjectives and adverbs from activity 2.**

- 1 **A** Hisham looks very fit and \_\_\_\_\_ these days.  
**B** Yes, it's partly because he eats \_\_\_\_\_ now. He used to live on junk food.
- 2 **A** What time does the \_\_\_\_\_ bus leave tomorrow morning?  
**B** At 6:00, so we'll have to leave the house very \_\_\_\_\_!
- 3 **A** Majeda sings that song so \_\_\_\_\_, doesn't she?  
**B** Yes, it's a \_\_\_\_\_ song and she sings it better than anyone else.
- 4 **A** Be very \_\_\_\_\_ when you hold your new baby brother.  
**B** I'll hold him very \_\_\_\_\_. I promise!
- 5 **A** The weather was bad, but we got home \_\_\_\_\_.  
**B** Good, because it's much worse now and it isn't \_\_\_\_\_ to go out.

Now work in pairs. Check your work and then practise.

**1 Put the words in order to form sentences.**

Think about the positions of adjectives and adverbs.

- |   |                                    |
|---|------------------------------------|
| 1 a / Helen / escape / had / lucky              | 2 alive / lucky / am / be / I / to |
| 3 wildly / cheered / everyone                   | 4 smelt / she / fire / suddenly    |
| 5 Helen / they / slowly, / safety / pulled / to |                                    |

Now check your work. Find the sentences in the passage on page 51.

**2 Work in pairs. Complete Helen's story.**

Add the words in brackets. Change them to adverbs when necessary.

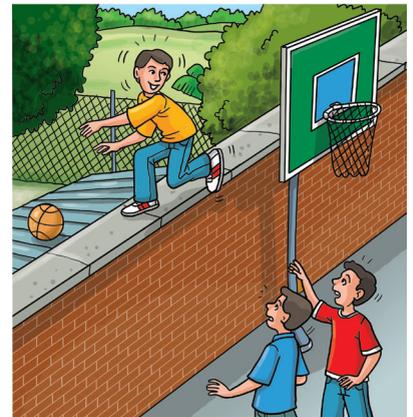
- 1 Luckily, (lucky) Helen was \_\_\_\_\_, (safe) but the fire in her apartment was still very \_\_\_\_\_ (dangerous) because it could \_\_\_\_\_ (easy) travel through the building.
- 2 \_\_\_\_\_, (unlucky) the lift was \_\_\_\_\_, (broken) so the firemen had to carry their \_\_\_\_\_ (heavy) equipment up all the stairs as \_\_\_\_\_ (fast) as they could.
- 3 The fire was growing \_\_\_\_\_ (quick) by that time and when they \_\_\_\_\_ (final) reached the tenth floor, the \_\_\_\_\_ (empty) apartment next to Helen's was also on fire.
- 4 The firefighters fought the fire \_\_\_\_\_ (hard) for an hour and in the end they stopped it. \_\_\_\_\_ (sad) though, Helen lost everything. However, she felt \_\_\_\_\_ (happy) that she was still \_\_\_\_\_. (alive)

Now check your work. Take turns to read out Helen's story.

**3 Work in pairs. Complete Ahmad's story.**

Choose and add the words in brackets. Change them to adverbs when necessary.

- 1 Ahmad is very nice \_\_\_\_\_, but sometimes he does not act very sensibly \_\_\_\_\_. \_\_\_\_\_, for example, he climbed up on a high wall to get a basketball, but instead of looking \_\_\_\_\_ where he was going, he kept talking to his friends – and he fell! (careful, nice, recent, sensible)
- 2 Several people \_\_\_\_\_ came to help Ahmad and two \_\_\_\_\_ nurses \_\_\_\_\_ gave him \_\_\_\_\_ aid. (first, immediate, quick, young)
- 3 An ambulance soon arrived and so did the police. The paramedics \_\_\_\_\_ moved Ahmad to the ambulance and in another ten minutes he reached hospital \_\_\_\_\_. He had a \_\_\_\_\_ broken leg and some \_\_\_\_\_ cuts on his head. (bad, bad, gentle, safe)
- 4 Police Officer Youssef later said, 'It's \_\_\_\_\_ that Ahmad is a \_\_\_\_\_ young man, but today he acted \_\_\_\_\_. \_\_\_\_\_, he's going to be all right. (brave, clear, dangerous, lucky)



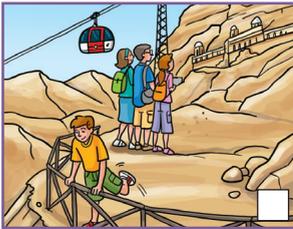
Now check your work. Take turns to read out Ahmad's story.



## 1 Work in pairs. Do the tasks to develop a story.

- Number the pictures in order 1–6.
- Make simple statements 1–6 from the picture captions. Use the past simple.
- Add a–f to the correct statements 1–6. Use the past simple.
  - When the Bell family (be) on holiday in Jericho, ...
  - When they (be) at the top an hour after that, ...
  - But then the rock under him suddenly (collapse) and ...
  - When Tim's dad (find) and (rescue) him, ...
  - Help (arrive) 30 minutes later and ...
  - When Tom (be) ready to leave hospital next day, ...
- Write the heading and then the story. Write a paragraph that starts like this.  
*When the Bell family were on holiday in Jericho, they took an exciting ...*

### An emergency in Jericho



Tom quietly (climb) over the safety fence



the doctor (say), 'I don't think you're going to do any more climbing for a few weeks.'



he (fall) to a ledge below and (hurt) himself quite badly



the cable car workers (give) him first aid and (call) the ambulance



they (take) an exciting cable-car ride up to Deir Quruntel



the paramedics (put) him in an ambulance and (take) him to the hospital

## 2 Work in pairs. Do the tasks.

- Think of an accident that happened to you, a friend, or someone in your family. Choose a simple story that you can tell in about six sentences.
- Make notes of key vocabulary.
- Tell your story to your partner. Try to use time expressions like ... *30 minutes later*, ... Also try to include this structure: *When* + past simple, + past simple.
- When you listen to your partner's story, ask questions if something is not clear.

## 3 Write your story in about six sentences.

**Unit task:** Telling a true story.

## 4

## The route to Singapore

1 In Bombay, Detective Fix still did not have the correct papers to arrest Fogg, but he knew that Passepartout could go to **prison** for his mistake at the temple. He paid the priests there some money to go with him to Calcutta and tell the police about Passepartout.

5 So, when Fogg, Passepartout and Aouda got off the train in Calcutta, a police officer stopped them and asked them to follow him. Twenty minutes later, they arrived at a strange building. While they were going in, Fogg realized that it was a **court-room**. Inside, they saw a **judge** and a **crowd** of people. A door opened and the three priests entered. The judge explained why they were there, and he held up a pair of shoes. 'My shoes!' Passepartout shouted in surprise. Clearly, he was **guilty**!



10 The judge spoke. 'The religions of India are protected by law. Because of what this man did, he must go to prison for fifteen days.'

'Fifteen days!' shouted Passepartout.

'Silence!' answered the judge. 'And Mr Fogg will go to prison for seven days because he is this man's **master**.' Fix was happy. Now there was enough time for the papers to arrive.

Fogg stood up and calmly said, 'How much is the **bail**? I will pay it now.'

15 'One thousand pounds for each man,' the judge decided. 'You will get it back when you leave prison.'

Fogg paid the money, Passepartout took his shoes, and they left the court with Aouda. They went straight to the **port** and prepared to join the *Rangoon*, this was a ship that was soon leaving Calcutta for Hong Kong. Fix followed them and saw that Fogg was planning to leave and to lose the bail money. He was not pleased! He now decided to join the *Rangoon* secretly. He also asked the police to send the arrest  
20 papers to Hong Kong when they received them. He now hoped to catch Fogg there, as it was another British colony.

During the journey, the weather was good, and as they passed various beautiful **islands**, the **passengers** relaxed. But not Fix. He wanted to ask Passepartout about the young woman who was travelling with him and his master, so he found the Frenchman and asked. Passepartout was very surprised to see Fix again,  
25 but he explained the journey from Bombay and Aouda's story. However, Passepartout now finally started wondering if Fix was following them. 'Is he watching my master for the Reform Club people?' he thought. He decided not to tell Fogg about this.

On Wednesday afternoon, 30th October, the *Rangoon* sailed through the narrow Strait of Malacca. At 4 am next morning, it arrived at Singapore Island, half a day early, and stopped for a few hours. Passepartout went  
30 shopping for some fruit while Fogg and Aouda took a two-hour trip through the beautiful country in a horse and **carriage**. Fix followed close behind, hidden in the trees. He was watching every move that they made.

## NOTES:

**Arrest in Hong Kong:** Fix has to make sure that the arrest papers reach him when Fogg is still in a British colony, like India or Hong Kong. These papers can only be used in places which are under the law of Britain.

**The Straits of Malacca and Singapore:** Most ships travelling between the East and Europe had to (and still have to) pass through this narrow area of sea. Singapore, another British colony, was in the perfect place to control the movement of these ships.

## 1 Read and answer the questions.

- 1 What did Fix want the priests to tell the police?
- 2 Why was Passepartout very surprised in the court-room?
- 3 How did Fogg manage to keep Passepartout and himself out of prison?
- 4 Where did Fogg and the others go after they had left the court-room?
- 5 Why did Fix decide to go to Hong Kong?
- 6 What did Fogg and Aouda do in Singapore – and what did Fix do?

## 2 Make corrections. (There are always two or more mistakes.)

- 1 A ~~fire~~ officer stopped Fogg and the others when they got ~~on~~ the train ~~to~~ Calcutta.  
A police officer stopped Fogg and the others when they got off the train in Calcutta.


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- 2 While they were waiting outside, Aouda realized that the strange building was a tennis court.  


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- 3 Inside, there were some judges, and there were also one or two other people.  


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- 4 Fogg sat down and angrily said, 'How many days must we stay?'  


---



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- 5 The *Rangoon* was soon arriving in Calcutta from Hong Kong.  


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---
- 6 On the ship, Fix wanted to ask Fogg about the young elephant that was travelling with him and his servant.  


---



---
- 7 The *Rangoon* arrived at Singapore Island a day late on Wednesday, 30th October.  


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# Dangerous weather

## 1 Listen and repeat.



|                  |           |         |       |      |
|------------------|-----------|---------|-------|------|
| as (while)       | avalanche | control | hill  | melt |
| mm (millimetres) | mudslide  | spread  | steep |      |
| temperature      | tornado   | violent |       |      |

### Word formation

ice (n) ice cream (n)  
 rain (n) + fall (v) rainfall  
 usual (n) usually (adv)  
 wild (adj) + fire (n) wildfire (n)

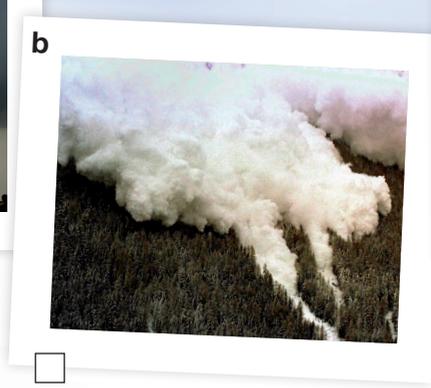
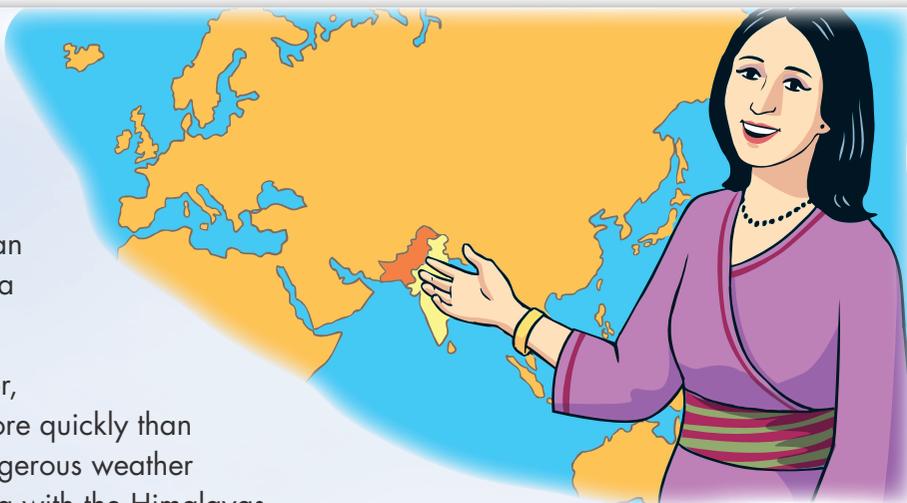
## 2 Look at the first picture below and pictures a–f. Do the tasks.

- 1 What does the person in the first picture do and what is she doing?
- 2 Name any of the weather conditions and disasters in pictures a–f that you can.
- 3 Say what is or has been happening in each picture.

Good evening and welcome to today's World Weather report. Well, the weather's been even busier and even more exciting than usual, especially in North America and Asia!

As we move into the early summer, temperatures have been rising more quickly than normal and this is producing dangerous weather conditions. Let's start in South Asia with the Himalayas.

Here in the world's highest, most dramatic mountains, snow and ice are melting earlier and faster than usual and this is causing more avalanches. And as melting continues, enormous quantities of water are entering the great rivers of India and Bangladesh. These are already rising and causing floods.



**3 Listen and do the tasks.**

- 1 Compare this weather report with normal weather reports for a country or region.
- 2 Say what regions and countries the reporter talks about.
- 3 Find them on the map at the front of the book.

**4 Read and do the tasks.**

- 1 Label pictures a–f in the order that you read about them: 1–6.
- 2 Say where in the world these things are happening.

**5 Work in pairs. Take turns to read out the passage, paragraph by paragraph.**

d



e



f

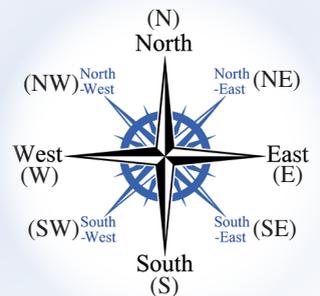


Let's move now to South-East Asia. There, a big storm with heavy rainfall of over 700 mm and wind speeds as high as 120 kph has smashed into the Philippines. It isn't as violent as some other storms, but it's bad enough to cause many problems. Mudslides on steep hills have destroyed many homes and worse is expected. Emergency workers are moving people away from more dangerous areas to places of safety.

Now we cross the Pacific to North America. In the south-west, California has been experiencing hot, dry winds for weeks and wildfires have started in several places. Firefighters are working hard to control them and stop them spreading farther.

Meanwhile, east in Oklahoma, several violent tornadoes have destroyed a number of homes. But thanks to better warning systems than in the past, no lives have been lost.

Finally, out over the warm Atlantic Ocean, this year's first hurricane is being born far out at sea. It's starting to move north-west towards the Caribbean Islands and Florida. How big will it get and where will it go? We don't have enough information yet, so it's too early to say. So ... watch World Weather again tomorrow to learn the latest.



**1 Replace with new words from period 1. Make any changes needed.**

- 1 While \_\_\_\_\_ we were climbing the mountain, the weather became snowy.
- 2 Fuad followed his ~~normal~~ \_\_\_\_\_ route – the one he uses most of the time.
- 3 When the weather got warmer, our snowman ~~turned into water~~ \_\_\_\_\_.

**2 Add other new words from period 1. Make any changes needed.**

- 1 **A** Let's climb the \_\_\_\_\_ together.  
**B** But maybe I'm not fit enough. That path looks very \_\_\_\_\_.
- 2 **A** Did the \_\_\_\_\_ do much damage as it moved along the road?  
**B** Yes, it was very \_\_\_\_\_. It picked up cars and smashed them down again.
- 3 **A** Is it true that \_\_\_\_\_ are burning the forest?  
**B** Yes, and we haven't been able to \_\_\_\_\_ them. They're \_\_\_\_\_ fast.
- 4 **A** I hear there was a big \_\_\_\_\_ down the side of the hill.  
**B** Yes, it happened after days of heavy \_\_\_\_\_. We had 200 \_\_\_\_\_ in just three days.
- 5 **A** The \_\_\_\_\_ has fallen to -10°C. There's \_\_\_\_\_ on the lake now.  
**B** Yes, and a lot of snow has fallen on the mountains in the last few days.  
**A** Yes, we need to be careful up there. There could be a terrible \_\_\_\_\_.

Now work in pairs. Check your work and then practise.

**3 Read again to complete the table of weather problems.**

|                 |            |                  |           |
|-----------------|------------|------------------|-----------|
| <b>Region:</b>  | South Asia | South-East _____ |           |
| <b>Place:</b>   | the _____  | India & _____    | the _____ |
| <b>Problem:</b> | avalanches | _____            | _____     |

|                 |             |           |       |
|-----------------|-------------|-----------|-------|
| <b>Region:</b>  | North _____ | the _____ |       |
| <b>Place:</b>   | _____       | _____     | _____ |
| <b>Problem:</b> | _____       | _____     | _____ |

**4 Work in pairs. Ask and answer questions about the table in activity 3.**

- Student A** Which part of the world does the weather forecaster talk about (first)?
- Student B** She talks about (the ...) in (South Asia). She explains that ...
- Student A** What does she go on to tell us about after that?

**5 Work in pairs. Think and discuss.**

- 1 Have any of these types of disaster been in the news recently?
- 2 Which of them would you be most afraid of?

**1 Read the examples.**

- 1 It has been **busier than** usual.
- 2 These are **the highest** mountains.
- 3 It has been **more exciting than** usual.
- 4 These are **the most dramatic** mountains.
- 5 Temperatures have been **rising more quickly than** normal.
- 6 The snow and ice are **melting earlier and faster than** usual.
- 7 The systems **are better than / work better than** in the past.
- 8 Wind speeds **are as high as** 120 kph.
- 9 The storm is **not behaving as violently as** some other storms.

**Look at the examples again. Tick (✓) the best way to complete the statements.**

- 1 We usually use *-er / -est* forms to compare **a)** shorter  **b)** longer  adjectives.
- 2 We usually use *more / most* forms to compare **a)** shorter  **b)** longer  adjectives.
- 3 We use *more / most* forms to compare **a)** longer  **b)** all  adverbs.
- 4 Some adverbs like *fast, long, hard* compare like **a)** shorter  **b)** longer  adjectives.
- 5 With *good* and *well*, we use **a)** different  **b)** the same  forms – *better / best*.
- 6 We can use *not as ... as* to say that something is **a)** less  **b)** more  than something else. We can use this form with **c)** adverbs as well as adjectives.  **d)** with adjectives only.

**2 Add comparative and superlative adjectives. Use the words in brackets.**

Bangladesh is the victim of some of (1) \_\_\_\_\_ (*dangerous*) disasters in the world. Sea floods in the south sometimes cause (2) \_\_\_\_\_ (*great*) damage of all, but huge river floods (3) \_\_\_\_\_ (*far*) north are also a very big problem. And these are now (4) \_\_\_\_\_ (*bad*) than they used to be. This is because the rising populations of the steep Himalayan valleys are cutting down trees in (5) \_\_\_\_\_ (*large*) numbers than ever before.

**3 Add comparative adverbs. Use the words in brackets.**

When the rivers are full of earth and rocks, they move even (1) \_\_\_\_\_ (*slowly*) towards the sea. Floods then happen (2) \_\_\_\_\_ (*often*) than before, they spread (3) \_\_\_\_\_ (*widely*) across the land and it becomes (4) \_\_\_\_\_ (*hard*) to stop them.

**4 Add (not) as ... as comparative forms. Use the words in brackets.**

Without trees, the steep valley sides cannot hold together (1) \_\_\_\_\_ (*well*) before and so large quantities of earth and rocks are carried away by the melt-water. But farther south, the land is (2) \_\_\_\_\_ (*not steep*) it is closer to the mountains. This means that the water does not move (3) \_\_\_\_\_ (*fast*) it does in the high valleys. Because of this, the water cannot carry the earth and rocks (4) \_\_\_\_\_ (*easily*) before. These then fall to the bottom of the rivers.

## 1 Listen and repeat.

accurate(ly)    approach    breathe  
 combine    escape    force    heat  
 hit    moreover    poor    proper(ly)  
 (as a) result    storm surge

### Word formation

destroy (v)    destruction (n)    destructive (adj)  
 help (v)    helpless(adj)    helplessly (adv)

## 2 Look at the picture in the passage and do the tasks.

- 1 Describe what the people seem to be doing.
- 2 Read the heading. Say why these people's work may be very important.

## 3 Read and do the tasks.

- 1 Name the three things in nature that combine to produce hurricanes.
- 2 Find the wind speed that turns a storm into a hurricane.
- 3 Say how hurricane forecasters get their information. (List three ways.)
- 4 Describe 'the most destructive storm in history' – the storm surge, the wind speeds and the numbers who died.

## 4 Read and answer the questions.

- 1 The passage talks about two important hurricanes. What were the especially terrible results of each?
- 2 What happened before Hurricane Andrew that had not happened before the 1970 hurricane – and what was the result?
- 3 How do modern technology and transport help in many countries that face natural disasters?
- 4 People in rich countries are better protected now, but what more does the world still need to do?

## 5 Read again to complete the table.

|  | Hurricane 1 | Hurricane 2 |
|--|-------------|-------------|
| Where?                                 |             |             |
| Year                                   |             |             |
| Destruction (very great / very little) |             |             |
| Deaths (very many / very few)          |             |             |
| Warnings (many / almost none)          |             |             |
| What people did to save themselves     |             |             |

Now work in pairs. Take turns to make statements.

**Student A** *Hurricane 1 hit ... in ... There was very ... (And / But) there were very ... That was mostly because there had been ... As a result, ...*

# Hurricane watching: **saving lives**



We cannot live without the sun's heat or the air that we breathe, but these givers of life can also become dangerous killers. Moreover, they can behave even more dangerously when they are combined with another great natural force: water.

The largest and most destructive results of this are hurricanes. These huge storms can hit land so powerfully that they destroy everything in their path. Wind speeds are 118 kph or more and they really are huge – as much as 800 kilometres across.

Hurricanes are so dangerous that everything possible is done to work out their speed and direction. A big hurricane can cause such great destruction that early warnings may save many lives. Information is therefore collected from space satellites, weather balloons and weather stations on land and at sea and forecasts have become very accurate.

Hurricane Andrew first showed how important this work was. When it hit Florida

in 1992, it did such enormous damage that it became the world's most expensive hurricane. However, only a few people died: most had escaped by car.

In 1970, however, things were far worse in East Pakistan (now Bangladesh) because there was almost no warning. Moreover, the transport system was so bad and people were so poor that they could not escape. As a result, they could only wait helplessly as the most destructive storm in history approached with a 10-metre storm surge and winds as fast as 222 kph. It was such a disaster that 500,000 people died.

We are not strong enough to stop the forces of nature, but Andrew showed that technology and transport can help. In many places, we can now predict and deal with disasters better than before. However, countries like Bangladesh are still too poor to protect their populations properly from similar huge disasters. So will the world give them the help that they need before the next arrives?

**1 Replace with new words from period 4. Make any changes needed.**

- 1 When you ~~put together~~ \_\_\_\_\_ the colours red and yellow, you get orange.
- 2 As we ~~got near~~ \_\_\_\_\_ the village, we could hear the sound of music.
- 3 We measured everything carefully: we needed our plans to be ~~exact~~ \_\_\_\_\_.
- 4 If you're going to do a job, make sure you do it ~~in the right way~~ \_\_\_\_\_.
- 5 We lost everything in the storm. Suddenly, we were ~~without money~~ \_\_\_\_\_!

**2 Add other new words from period 4. Make any changes needed.**

- 1 **A** The \_\_\_\_\_ is terrible in this little room. It's far too hot for me!  
**B** For me, too! We need to \_\_\_\_\_ and find somewhere cooler.
- 2 **A** Did the \_\_\_\_\_ do much damage when it reached land?  
**B** Yes, it caused a lot of \_\_\_\_\_. It smashed boats and flooded buildings.
- 3 **A** Ancient Crete had an amazing culture. \_\_\_\_\_, its people were very rich.  
**B** Yes, their culture developed partly \_\_\_\_\_ of growing rich from trade.
- 4 **A** Peter's fallen into the sea and he can't swim. He's completely \_\_\_\_\_.  
**B** Quick! Let's get him and then let's make sure that he's \_\_\_\_\_ all right.
- 5 **A** When Hurricane Katrina \_\_\_\_\_ the city, it did terrible damage. It was very \_\_\_\_\_.  
**B** It just shows that hurricanes are one of nature's most powerful \_\_\_\_\_.

**Now work in pairs. Check your work and then practise.**

**3 Read the passage again and do the tasks.**

**Say what the underlined words and phrases refer to.**

- 1 Lines 7–8: The largest and most destructive results of this ...
- 2 Lines 22–23: ... showed how important this work was.
- 3 Line 46: ... before the next arrives?

**Now say what the underlined phrases mean.**

- 1 Lines 2–3: ... but these givers of life can also become dangerous killers.
- 2 Lines 25–26: ... became the world's most expensive hurricane.

**Now say what these numbers mean.**

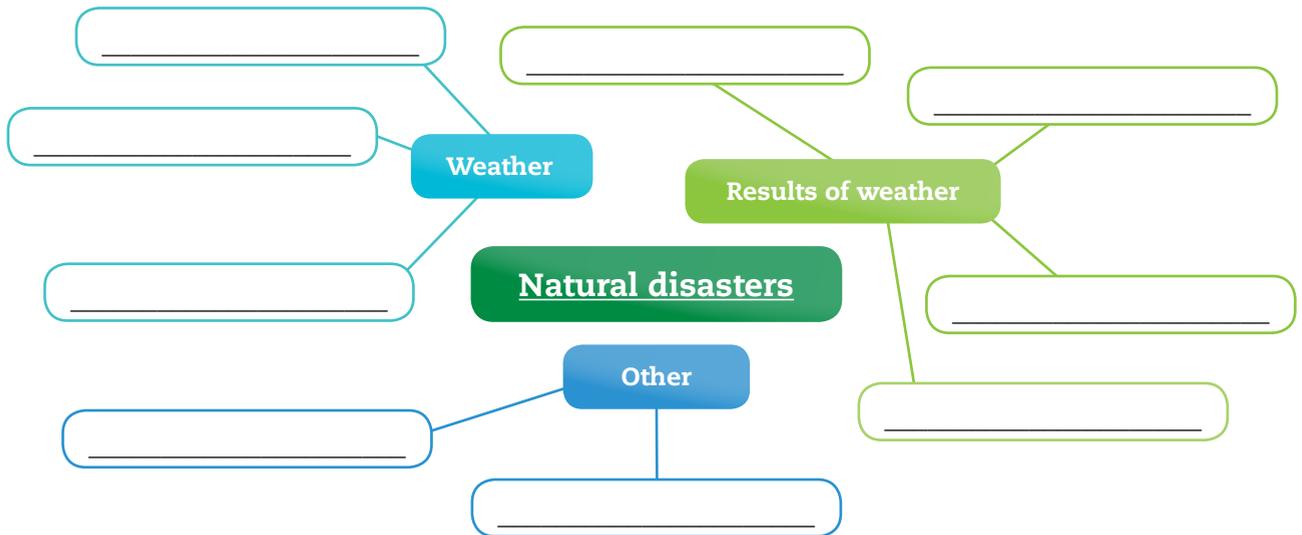
- 1 118 kph    2 800 km    3 222 kph    4 10 m

**4 Work in pairs. Think and discuss.**

Bangladesh has huge sea and river floods nearly every year and there are so many people there – almost 160 million. Can other countries – even rich ones – really help?

**1 Find the words to complete the network.**

chavalane cnurihera dolfo dumsidel most quartahcek rondato srmot egsru welrifid



Now complete the sentences with words from the network.

- The hot, dry winds soon started causing \_\_\_\_\_ in various parts of the forest.
- After the snow, there was an \_\_\_\_\_ that came crashing down the mountain.
- Wind speeds rose above 118 kph and the \_\_\_\_\_ became a \_\_\_\_\_.

**2 Work in pairs. Work out the patterns to complete the table.**

|      |                  |      |       |       |                  |
|------|------------------|------|-------|-------|------------------|
|      | helpful<br>_____ |      | _____ |       | careful<br>_____ |
| help |                  | hope |       | _____ |                  |
|      | _____            |      | _____ |       | _____            |
|      | helplessly       |      | _____ |       | _____            |

**3 Now complete the following. Use words from the table.**

- A** This vase will break very easily, so please be \_\_\_\_\_ with it.

**B** I promise I'll look after it very, very \_\_\_\_\_!
- A** Can I \_\_\_\_\_ you? You seem to be lost.

**B** Oh, thank you! That's very \_\_\_\_\_ of you. Could you tell me the way to the bus station, please?
- A** Things aren't going well, but I'm still \_\_\_\_\_ our team can win.

**B** No, they're losing 5-1. The situation is completely \_\_\_\_\_!

Now work in pairs. Check your work and then practise.

### 1 Read the examples.

- 1 Bangladesh is still **too poor to protect** its population.
- 2 We are **not strong enough to stop** the forces of nature.
- 3 Transport **was so bad that** people could not escape.
- 4 They can hit land **so powerfully that** they destroy everything.
- 5 They can hit land with **such power that** they destroy everything.
- 6 The country **had such bad transport that** people could not escape.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 We use *too* ... if something is **a) less**  **b) more**  than is needed.
- 2 We use *not ... enough* if something is **a) less**  **b) more**  than is needed.
- 3 We use *so ...* before **a) adjectives and adverbs**  **b) nouns**  to express something big or important, as in Examples 3 and 4.
- 4 We use *such ...* before **a) adjectives and adverbs**  **b) nouns**  to express something big or important, as in Examples 5 and 6.
- 5 After both *so ...* and *such ...* clauses, we use *that* + clause to express **a) the cause.**  **b) the result.**

### 2 Change the sentences using the words in brackets. Choose between *too ... to* and *not ... enough*.

- 1 Bangladesh is still too poor to protect its population. (rich)  
*Bangladesh is not rich enough to protect its population.*
- 2 The old walls were too weak to stand against that wind. (strong)
- 3 Stop! It's not safe enough to go outside in this storm. (dangerous)

### 3 Match the sentence parts to make statements.

|              |      |             |      |                                     |
|--------------|------|-------------|------|-------------------------------------|
| She paints   |      | strong      |      | it damaged lots of houses.          |
| You've done  | so   | a nice meal | that | we never forgot it.                 |
| She cooked   | such | beautifully |      | everyone wants to buy her pictures. |
| The wind was |      | a good job  |      | we're all really pleased.           |

### 4 Complete the statements. Choose between *so ... that* and *such ... that*.

Weather forecaster Joe Johnson talks about himself and his work.

- 1 At six, I lived through \_\_\_\_\_ a powerful hurricane \_\_\_\_\_ I've never forgotten it.
- 2 It hit us \_\_\_\_\_ powerfully \_\_\_\_\_ it nearly destroyed the family home.
- 3 Later, I got \_\_\_\_\_ interested in hurricanes \_\_\_\_\_ I started learning about them.
- 4 I found weather \_\_\_\_\_ an interesting subject \_\_\_\_\_ I decided to become a weather forecaster.

### 5 Work in pairs. Go back to activity 4. Ask the reporter's questions for Joe's answers.

- 1 Have you ever been in a hurricane?      2 Can you tell me a bit about it?
- 3 How did you feel about it later?      4 Why did you become a forecaster?

**1 Work in pairs. Compare yourselves with others. Use -er and more forms.**

You can use these ideas.

**Adjectives:**

|         |          |          |        |
|---------|----------|----------|--------|
| brave   | fit      | friendly | funny  |
| helpful | honest   | kind     | polite |
| serious | sensible | tidy     |        |

**Adverbs:**

|                              |
|------------------------------|
| (do your homework) carefully |
| (prepare for tests) well     |
| (run) fast      (work) hard  |

- Student A** *You're (tidier) than most people, aren't you?*  
**Student B** *Thanks, but I'm not as tidy as (Mona).*  
**Student A** *You (play football) (better) than most people, don't you?*  
**Student B** *Thanks, but I don't play football as well as (Ali).*

**2 Work in pairs. Discuss the questions. Use -est and most forms.**

- 1 Who is the friendliest person in your class?
- 2 Who is the most helpful person in your class?
- 3 Who usually does best in class tests?
- 4 Who usually behaves the most sensibly?

- Student A** *Who's the friendliest person in our class?*  
**Student B** *I think (Tariq) is the friendliest person in our class.*  
**Student A** *Why do you think that?*  
**Student B** *Because he (always smiles and talks to everyone).*

Now ask and answer more questions. You can use ideas from activity 1.

**3 Work in pairs. Talk about things that have not gone well. Use too and not ... enough forms.**

- Student A** *Why do you think (our football team lost) (last week)?*  
**Student B** *I think it was because (they were too slow) / (they didn't attack hard enough).*  
**Student A** *Why do you think (they've stopped showing [TV programme])?*  
**Student B** *I think it's because (it's been going for too long) / (not enough people have been watching it).*

**4 Match the sentence parts to form sentences. Add so ... / such ... that forms.**

|               |     |             |                                  |
|---------------|-----|-------------|----------------------------------|
| He's running  | ... | a long time | ... she's going to finish early. |
| She's working |     | slowly      | ... we're going to finish late.  |
| We're taking  |     | quickly     | ... he's never going to finish.  |

Now work in pairs. Make statements about yourselves.

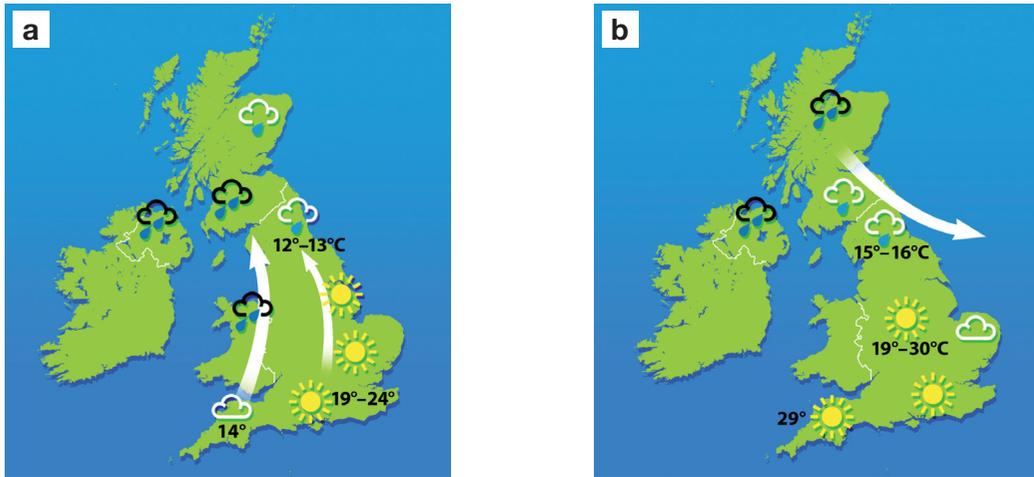
- I worked so hard (for the test last week) that ...*  
*I took such a long time (to finish my homework last night) that ...*

**1 Listen and do the tasks.** 

1 First, guess what these weather symbols mean. (The words in period 1 may help you.)



2 Now listen. Say whether the weather forecaster is talking about map a or map b.



3 Listen again. Tick (✓) the weather nouns and adjectives that you hear.

- |                                  |                                 |                                 |                                |                                 |                                |
|----------------------------------|---------------------------------|---------------------------------|--------------------------------|---------------------------------|--------------------------------|
| 1 cloud <input type="checkbox"/> | cloudy <input type="checkbox"/> | 2 rain <input type="checkbox"/> | rainy <input type="checkbox"/> | 3 snow <input type="checkbox"/> | snowy <input type="checkbox"/> |
| 4 storm <input type="checkbox"/> | stormy <input type="checkbox"/> | 5 sun <input type="checkbox"/>  | sunny <input type="checkbox"/> | 6 wind <input type="checkbox"/> | windy <input type="checkbox"/> |

**2 Practise your pronunciation: weak stress in sentences.** 

1 Listen for the weakest stresses in each sentence. Listen to the vowel sounds: they all become a /ə/. Listen again and mark them.

- 1 It's time for a look at tomorrow's weather.  
/ə/
- 2 These will give everyone in the west a windy day.
- 3 There will be some rain in the north-east and east, too.
- 4 It will be one of the warmest days of the year for the south-east.

2 Listen again and repeat.

**3 Work in pairs. Make statements about b, the weather map for two days' time.**

*It'll be (very warm) in the (south-west) and it'll be (quite hot) in the (south-east).*

**4 Now compare the weather tomorrow (map a) with the day after.**

*It'll be (quite cool) in the (south-west) tomorrow, but the day after, it'll be (much warmer).*

## 1 Describe the climate of Palestine.

1 Work in groups. Look at the map and make statements like these.

**Student A** *(Jenin) is a bit (drier) than (Nablus). It gets (550 millimetres) per year.*

**Student B** *Yes, (Nablus) is (wetter) than most other places. Rainfall there is ...*

**Student C** *But it isn't as (wet) as (Jerusalem). (Jerusalem) is the (wettest) place in Palestine. It has ...*

2 Complete the paragraph. Add the correct connectors. Add figures from the map.

Palestine lies to the east of the Mediterranean.

(1) \_\_\_\_\_ (However, / As a result,) it gets long, hot summers (2) \_\_\_\_\_ (and / or) short, cool, rainy winters. (3) \_\_\_\_\_ (However, / Moreover,) the climate changes quite a lot between different regions.

(4) \_\_\_\_\_ (In other words, / For example,)

Jerusalem is usually colder than Gaza in the winter.

(5) \_\_\_\_\_ (Moreover, / In other words,) rainfall is different in different areas, too. In Gaza, Jabalya in the north is wetter than Rafah in the south: at about

(6) \_\_\_\_\_ per year, rainfall there is quite a lot

lower. Again, the West Bank is wetter around Nablus in the north than Jericho in the east. Rainfall in Nablus is about

(7) \_\_\_\_\_ per year (8) \_\_\_\_\_ (but / or) in Jericho, it is just (9) \_\_\_\_\_ . (10) \_\_\_\_\_

(For example, / In other words,) Nablus gets six times as much rain per year as Jericho does.



## 2 Work in pairs. Prepare and present a weather forecast.

1 Remember and discuss details of the weather forecast for Palestine for tomorrow.

2 Make notes of details and useful words and expressions.

3 Prepare a large and clear weather map for tomorrow.

4 Help each other develop the forecast with weather conditions and temperatures.

5 Divide the forecast between you. For example, Student A can talk about weather conditions and Student B can talk about temperatures.

6 Practise and present your weather forecast to the class. Use your weather map.

**Unit task:** Forecasting the weather.

## 3 Write about the weather.

Reply to this line in your English penfriend's email:

*It's so cold and wet here! Lucky you, with your hot, sunny weather all the time!*

**Start like this.**

*It isn't always hot and sunny here. For example, tomorrow's forecast says that ...*

## 5

## Mr Fogg misses the boat

1 The *Rangoon* was now ready to start its thirteen-hundred-mile voyage to Hong Kong, a British island near the coast of China.

At first, the weather was fine, and Fogg hoped to arrive in six days, in time to catch the ship to Yokohama, Japan, on 5th November. But then a storm hit the *Rangoon* and slowed her badly. Mr Fix was  
5 pleased: he wanted Fogg to miss the Yokohama boat.

After the storm, the captain told Fogg, 'We're going to arrive 24 hours late.'

'Has our next ship, the *Carnatic*, already left Hong Kong?' Fogg asked.

'No, she hasn't sailed yet because of a problem with the ship. But the engineers have nearly repaired her, and she's going to leave at 5:00 tomorrow morning.'

10 They arrived in Hong Kong at 1:00 on 6th November, and everyone got off. Fogg now had 16 hours to find Aouda's uncle, while she waited at a hotel.

He soon returned with bad news. 'I'm sorry, but your uncle has moved to Europe.' Aouda was upset and wondered what to do. 'Come with us to Europe,' Fogg said. 'Passepartout, go to the *Carnatic* and tell them that three of us will join the ship.'

15 But at the port, Passepartout was surprised to learn that the *Carnatic* was ready to sail that evening. He was leaving to make sure Fogg knew this when Fix suddenly **appeared** and invited him into a café. The detective still did not have the arrest papers, so he wanted to stop Fogg from leaving. He planned to keep Passepartout talking. That way, perhaps he could make Passepartout and the others miss the boat.

Fix now told Passepartout that he was a detective. He explained that Fogg was the London robber, and  
20 that he had to keep Fogg in Hong Kong until the papers arrived. He offered £500 for Passepartout's help, but Passepartout did not believe Fix and did not want to help. After more talk, he suddenly looked at his **watch** and saw that the ship was about to leave. Hoping that Fogg knew about this from someone else, he rushed to the ship and got on **just in time**. He imagined that Fogg and Aouda were already safely in their **cabins**.



Early next morning Fogg arrived at the port to find no *Carnatic*, no Passepartout – just Mr Fix. Fix  
25 happily told him that there was not another ship for a week. Fogg immediately started looking for another way. Soon, he found a man with a small sailing ship, the *Tankadere*, and offered £100 a day for the Yokohama trip.

'The **open sea**'s too dangerous for this little boat,' the captain said, 'but I can take you to Shanghai, up the Chinese coast. You can go from there to Yokohama.'

30 Fogg agreed. He now planned to ask the police to find Passepartout and then to leave. 'Would you like to come, too?' he asked Fix.

Fix did not want Fogg to leave, but this was the **next-best** thing. He agreed.

## NOTES:

**Hong Kong:** An island close to the coast of China; became a colony in 1842 and by an agreement made in 1898, it was returned to China in 1997. It keeps its own government and is partly independent. It remains a very important trade and business centre.

**The *Carnatic* – ‘she’:** Traditionally, sailors talk about their ships as if they were women.

**The South China Sea:** It is too dangerous for the small ship *Tankadere* to cross the open South China Sea because of the very bad weather that often hits the region.

**Shanghai:** One of China’s most important ports then and still today. It was 1,000 miles from Hong Kong and about half the distance to Yokohama in Japan.

## 1 Note the changes to the plans and schedules.

- 1 The journey from Singapore to Hong Kong – ~~6 days~~: \_\_\_\_\_
- 2 The date the *Rangoon* arrives in Hong Kong – ~~5th November~~: \_\_\_\_\_
- 3 Fogg’s plan to take Aouda to her uncle in ~~Hong Kong~~: \_\_\_\_\_
- 4 The *Carnatic*’s schedule to leave Hong Kong – ~~5th November~~: \_\_\_\_\_  
 1st change: \_\_\_\_\_ at \_\_\_\_\_  
 2nd change: \_\_\_\_\_ in \_\_\_\_\_
- 5 Fogg’s plan to take a small boat to ~~Yokohama~~: \_\_\_\_\_

## 2 Answer the questions.

- 1 How far was it from Singapore to Hong Kong?
- 2 What was the weather like on the way?
- 3 What happened because of this?
- 4 Why was the ship to Yokohama still there?
- 5 How long did Fogg think he had to find Aouda’s uncle?
- 6 What was Passepartout surprised to find out when he went to the port?
- 7 Why did Fix want to stop Passepartout from telling Fogg about this?
- 8 What did he tell Passepartout at the café?
- 9 Next morning, what did Fogg do when he found that the *Carnatic* had gone?
- 10 Why was it a good idea to sail the small boat to Shanghai and join the *Carnatic* there?

## 1 Listen and repeat.



|            |       |           |          |
|------------|-------|-----------|----------|
| abroad     | dream | give up   | graduate |
| laboratory | law   | radiation | treat    |
| university | war   | X-ray     |          |

## Word formation

discover (v) discovery (of) (n)

## 2 Look at the pictures on the next page. Do the tasks.

- 1 Say which person appears in both pictures a and b.
- 2 Say what kind of work all these people seem to do.
- 3 Say what the machine seems to do in picture c.
- 4 Read the title of the passage. Say who this might refer to.
- 5 Say what you think the title may mean.

## A scientist for the world

5 Maria Sklodowska was born in Warsaw in 1867. She was an excellent student at school, but it was against the law for women to go on to university. The only way was to study abroad, but her family could not afford this. She therefore worked for several years to save enough and in 1891, at the age of 24, she finally started studying at the Sorbonne in Paris.

- 5 While she was studying, she was always poor and hungry. However, she worked hard and she graduated successfully three years later.

When she was looking for a laboratory to continue her work that year, she met another scientist, Pierre Curie, and he invited her to use his. They soon found that they had the same dream – to make the world a better place through science.

- 10 They married in 1895 and had their first child, Irène, in 1897. This happened while Maria – now Marie – was exploring the exciting new science of radiation. Pierre stopped his own research to work with her and, just a year later, they reported some important new discoveries. Then they began using radiation to treat various diseases and soon this was saving lives. In 1903, they received the Nobel Prize.

- 15 However, disaster followed in 1906 when Pierre died in a terrible road accident. Marie was left to continue their work alone. She was often depressed and sick, but she did not give up. In 1911, she even received another Nobel Prize.

When the First World War started in 1914, Marie, with her young scientist daughter Irène, supplied over 200 X-ray machines and trained many doctors to use them to examine people's injuries.

- 20 By the 1920s, she was famous, but she was also becoming very sick, almost certainly because of her dangerous work. Sadly, she died in 1934 and did not live to see Irène and husband Frédéric Joliot-Curie win their own Nobel Prize in 1935.



**3 Listen and check your answers to activity 2. Then answer the questions.**

- 1 Where did Marie Curie go to study?
- 2 What did she and her husband Pierre want to use science to do?
- 3 How did their new science of radiation succeed in doing this?

**4 Read and complete the notes on Marie Curie's life. Then read to continue them.**

Now work in pairs. Ask and answer questions about Marie Curie's life.

**Student A** When / What year was she born?  
How old was she when she started ...?  
How long did she study at ...?

**5 Work in pairs. Take turns to read out the passage, paragraph by paragraph.**

Family name: \_\_\_\_\_

Given name: \_\_\_\_\_

Full married name: \_\_\_\_\_

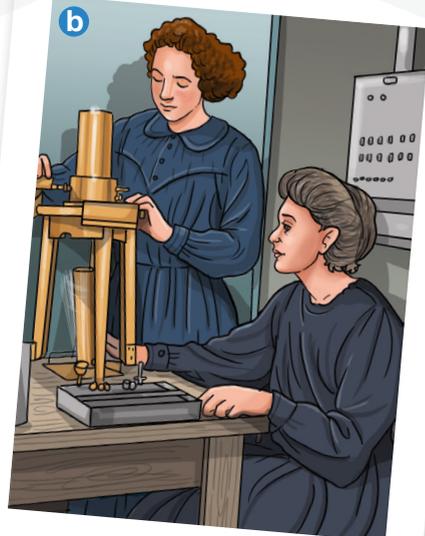
1867 Born in Warsaw.

1891 Started \_\_\_\_\_

18 \_\_\_\_\_ Graduated \_\_\_\_\_



1914 – EARLY X-RAY MACHINE



**1 Replace with new words from period 1. Make any changes needed.**

- 1 This city has lots of schools, but it doesn't have a ~~place for higher studies~~ \_\_\_\_\_.
- 2 Don't ~~stop trying~~ \_\_\_\_\_ now! You just have to go on a little bit longer.
- 3 There was a terrible ~~time of fighting and many battles~~ \_\_\_\_\_ from 1914 to 1918.
- 4 Jana doesn't live here now. She's moved ~~to another country~~ \_\_\_\_\_.

**2 Add other new words from period 1. Make any changes needed.**

- 1 **A** I hear you've been studying \_\_\_\_\_ at university.  
**B** Yes, I have – for five years. I'm hoping that I'll finally \_\_\_\_\_ next year.
- 2 **A** It's dangerous to have a lot of \_\_\_\_\_, isn't it?  
**B** Yes, because the \_\_\_\_\_ damages your body.
- 3 **A** As medical research scientists, do you have any special \_\_\_\_\_?  
**B** Yes, we do. We really hope that we'll find new ways to \_\_\_\_\_ the terrible diseases that kill so many people.
- 4 **A** Is this a photo of the \_\_\_\_\_ that Marie and Pierre Curie used?  
**B** Yes, they made some of their most important \_\_\_\_\_ there.

**Now work in pairs. Check your work and then practise.**

**3 Read and answer the questions.**

- 1 Why was the young Marie Curie not able to become a scientist in Warsaw?
- 2 When and how did she meet her husband?
- 3 How did she help large numbers of people in the First World War?
- 4 Why is it true to say that she lived and died for her work?

**4 Read the passage again and do the tasks.**

**Say what the underlined words and phrase refer to.**

- 1 Line 2: The only way was to study abroad, ...
- 2 Lines 2–3: ..., but her family could not afford this.
- 3 Line 8: ..., and he invited her to use his.

**Now say what the underlined phrases mean.**

- 1 Line 3: She therefore worked for several years to save enough ...
- 2 Line 13: ... and soon this was saving lives.

**5 Work in pairs. Think and discuss.**

- 1 Have you, or has anyone that you know, ever had an X-ray?
- 2 Did it show an injury? If so, how was it treated?

### 1 Read the examples.

- 1 In 1903, they **received** the Nobel Prize.
- 2 **By the 1920s**, she **was becoming** very sick.
- 3 **When** the war **started**, Marie **supplied** over 200 X-ray machines.
- 4 Marie **supplied** over 200 X-ray machines **when** the war **started**.
- 5 This **happened while (as)** Marie **was exploring** the science of radiation.
- 6 **When (As)** she **was looking** for a laboratory, she **met** another scientist.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 We use the **a)** past simple  **b)** past continuous  for an action that happened completely at a past point in time, as in Example 1.
- 2 We often use the **a)** past simple  **b)** past continuous  for an action that was continuing at a past point in time, as in Example 2.
- 3 If two short past actions happened one after the other, we usually put both in the **a)** past simple,  **b)** past continuous,  as in Example 3.
- 4 To show that these actions were connected, we usually use **a)** *when*  **b)** *while*  before the earlier action, as in Examples 3 and 4.
- 5 If a short action happened during a longer action, we usually put **a)** both in the past continuous,  **b)** one in the past simple and the other in the past continuous,  as in Examples 5 and 6.
- 6 To show that these actions were connected, we often use *while* or *when* (or *as*) before the **a)** short action,  **b)** continuing action,  as in Examples 5 and 6.

### 2 Complete the statements with the verbs in brackets. Choose the past simple or past continuous.

- 1 In 1893, Marie \_\_\_\_\_ hard in Paris all year. (*study*)
- 2 Marie and Pierre \_\_\_\_\_ in 1895. (*marry*)
- 3 Marie \_\_\_\_\_ the science of radiation during 1897. (*explore*)
- 4 Marie and Pierre \_\_\_\_\_ some important discoveries in 1898. (*report*)

### 3 Put the sentence parts together. Add *when*, commas and the verbs in the correct forms.

- 1 Marie (*leave*) school ... she (*get*) a job
- 2 she (*join*) the university ... she (*reach*) Paris
- 3 she (*graduate*) ... she (*decide*) to stay in Paris
- 4 she (*start*) work ... she (*move*) into her new laboratory

### 4 Put the sentence parts together. Add *while* or *when*, commas and the verbs in the correct forms.

- 1 Marie (*study*) at university ... she (*often have*) almost nothing to eat
- 2 she (*have*) her first child ... she (*explore*) the science of radiation
- 3 she (*find*) that she (*need*) Pierre's help ... she (*work on*) this new area of science
- 4 they (*do*) their experiments ... they (*make*) some important new discoveries

**1 Listen and repeat.** 

along with (house) arrest attack  
 cultivate delighted editor except for  
 exile orchard (travel) permit publish  
 refugee steal tragic(ally)

**Word formation**

culture (n) cultural (adj)  
 exile (v) go into exile (exp)  
 poem (n) poetry (n)  
 read (v) reading (n)  
 settle in (v) settlement (n)  
 write (v) write down (v)

**2 Look at the picture on the next page. Do the tasks.**

- 1 Say what you know about the two men.
- 2 Say where they seem to be.
- 3 Say what has happened since you last saw them (in Unit 1).

**3 Read and do the tasks.**

**Part 1 (lines 1–16)**

- 1 Say what the speakers talk about first.
- 2 Say who you think they go on to talk about.

**Part 2 (lines 17–37)**

- 1 Check your answer to task 2 above.
- 2 Say what kind of information the passage gives you.

**4 Read and answer the questions.**

- 1 When was this person born and what year did he die?
- 2 What cities did he live in during his life? (Look for capital letters!)
- 3 Where does the passage come from?
- 4 What do we learn about the village where he was born?
- 5 Why was he very pleased when he returned to Palestine in 1996?
- 6 How do we know that his poems were especially popular?

**5 Read and complete the table. Add times as a refugee or in exile.**

|          | Where | From  | To    |
|----------|-------|-------|-------|
| Period 1 | _____ | _____ | _____ |
| Period 2 | _____ | _____ | _____ |
| Period 3 | _____ | _____ | _____ |
|          | _____ |       |       |

**Now work in pairs. Ask and answer questions about these periods.**

**Student A** *Where did he first spend time ...?  
 How long did that go on?*

**Student B** Answer the questions from your notes.

1 Adnan, I found a very powerful poem yesterday. Listen.

*You have stolen the orchards  
of my ancestors*

5 *And the land which I cultivated*

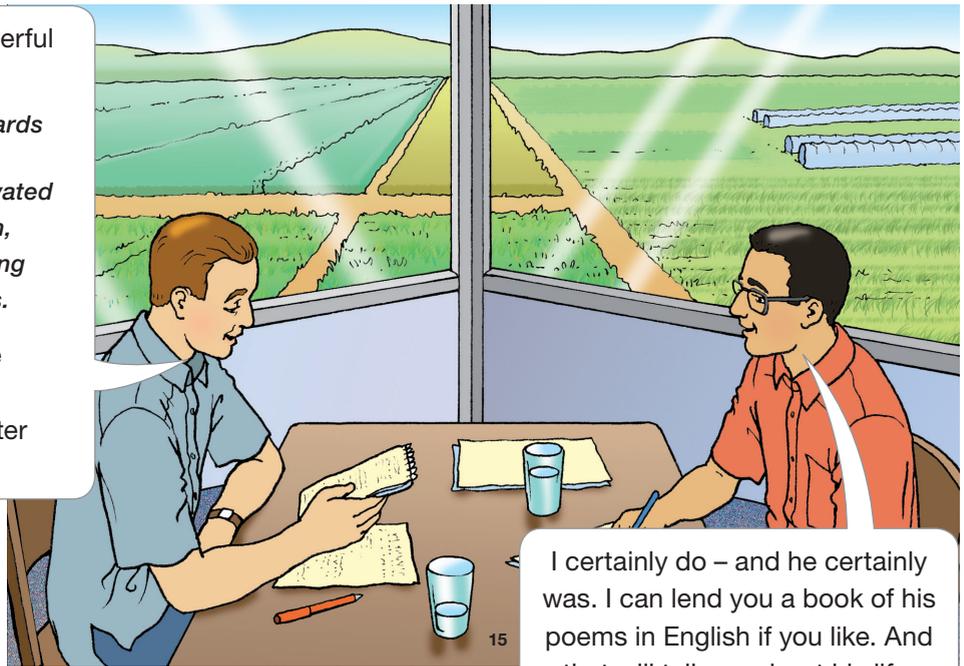
*Along with my children,*

*And you've left us nothing*

*Except for these rocks.*

10 But I didn't write down the writer's name.

Do you know it? Is the writer Palestinian?



15 I certainly do – and he certainly was. I can lend you a book of his poems in English if you like. And that will tell you about his life.



## A Writer for Palestine

Mahmoud Darwish was born in 1942 in Al-Birwah, near Acre. When the Israelis attacked in 1948, his family were  
20 forced to leave and become refugees in Lebanon. They returned a year later, but their village had disappeared: instead, a new Israeli settlement stood there. They were exiled to another village and Darwish grew up as a refugee in his own land.



25 As a young man, he joined a Haifa newspaper in 1959. After he had been there for just a year, he published his first book of poetry. Ten years later, he became the newspaper's editor, but he continued his own writing, too. His poems about the Palestinian experience became internationally known. He used to travel – without a travel permit – to give readings of his poetry, but Israeli actions, including house  
30 arrest, made life very difficult. Finally, in 1970, Darwish left and went into exile in Beirut. During the following 26 years, he lived in Cairo, London, Paris and Tunis and continued writing.

In 1996, thousands welcomed his return. He was delighted that people had not forgotten him. He then became active in the government and he also did important  
35 cultural work in Ramallah and Amman until he died tragically early in 2008.

By then, he had published over 30 books. Most were about Palestine and some had become popular songs. Many are now also in English, so they are helping the world understand the Palestinian situation better.

### 1 Add new words from period 4. Make any changes needed.

- 1 **A** People started \_\_\_\_\_ crops near the Dead Sea about 7,000 years ago.  
**B** Yes, and when farming began, that led to a completely new way of life.
- 2 **A** Do you think it's important to continue with our traditional customs?  
**B** Yes, things like traditional music and food are all part of the \_\_\_\_\_ life of Palestine and we mustn't forget them.
- 3 **A** Please come and visit us next week. We're free every day \_\_\_\_\_ Monday.  
**B** Thank you! I'd be \_\_\_\_\_ to do that, so let's say Tuesday afternoon.
- 4 **A** What are those boys doing in that \_\_\_\_\_?  
**B** I think they're trying to \_\_\_\_\_ some apples. Hey, stop!
- 5 **A** Excuse me for a minute. I have to \_\_\_\_\_ an idea for a story.  
**B** Great! What's it about?  
**A** Oh, it's a very sad story, with a \_\_\_\_\_ end.

Now work in pairs. Check your work and then practise.

### 2 Add other new words from period 4. Make any changes needed.

When Al-Birwah was attacked by the Israelis in 1948, the young Mahmoud Darwish had to leave for Lebanon (1) \_\_\_\_\_ his family. There, they remained as (2) \_\_\_\_\_ for a year. When they returned, they found a new Israeli (3) \_\_\_\_\_ there instead of their old village. They could not stay and they were (4) \_\_\_\_\_ from their own home to another village. When he grew up, Mahmoud started work at a Haifa newspaper, but he also wrote a lot of (5) \_\_\_\_\_ and he soon (6) \_\_\_\_\_ his first book of poems. Later, he rose to become the (7) \_\_\_\_\_ of the newspaper. He also started travelling round Palestine to give (8) \_\_\_\_\_ of his work. Because he did this without a (9) \_\_\_\_\_, he was often put under (10) \_\_\_\_\_.

### 3 Read the passage again and do the tasks.

Say what the underlined words refer to.

- 1 Line 13: I certainly do – ...  
 2 Lines 13–14: ... – and he certainly was.  
 3 Line 21: ... instead, a new Israeli settlement stood there.

Now say what the underlined word and phrase mean.

- 1 Line 25: As a young man, he joined a Haifa newspaper ...  
 2 Line 28: ... became internationally known.

### 4 Work in pairs. Think and discuss.

My favourite Darwish poem is (*Ahinno Ela Khubzi Ummi*).



### 1 Find words to complete the groups.

- Marie was an excellent student at school.
- She worked for several years to save enough money.
- The family returned, but the village had disappeared.
- His poems became internationally known.

|                |                  |                     |               |
|----------------|------------------|---------------------|---------------|
| <b>1</b> _____ | <b>2</b> locally | <b>3</b> one or two | <b>4</b> good |
| town           | nationally       | _____               | very good     |
| city           | _____            | a lot               | _____         |

Now use words from the groups to complete the following.

- Fuad got 82% in the maths exam, so he's \_\_\_\_\_ at that. And he got 96% for science, so he's really \_\_\_\_\_ at that.
- Ahmad's music is already known \_\_\_\_\_ here in Palestine and now he's becoming \_\_\_\_\_ famous, with tours around the world.
- A:** I've only got \_\_\_\_\_ apples. **B:** Well, I've got \_\_\_\_\_. I bought a kilo.
- Three hundred years ago, Manchester was just a small \_\_\_\_\_ with a few thousand people. But now it's a big \_\_\_\_\_ with a population of millions.

### 2 Complete the sentences with *against*, *for* or *through*.

- Ibrahim works \_\_\_\_\_ a newspaper.
- We walked \_\_\_\_\_ 20 kilometres.
- Let's not walk round the building. Let's just walk straight \_\_\_\_\_ it.
- Marie Curie wanted to help the world \_\_\_\_\_ science.
- You can lean your bike \_\_\_\_\_ the wall.
- Our next match is \_\_\_\_\_ a team from Australia.

### 3 Complete the dialogues with pairs of opposites.

Make any changes needed.

- A** The Curies \_\_\_\_\_ their Nobel Prize in 1903, didn't they?  
**B** Yes, and as part of it, they \_\_\_\_\_ money to help their research.
- A** I haven't got any more money. I've \_\_\_\_\_ it all.  
**B** That's no good. You have to learn to \_\_\_\_\_ some every month.
- A** When did Joe first \_\_\_\_\_ the local team?  
**B** Three years ago, but he \_\_\_\_\_ last year when he moved to London.
- A** We nearly \_\_\_\_\_ our lives when our plane crashed into the sea.  
**B** Yes, it was the life rafts that \_\_\_\_\_ us. They were fantastic!

|         |         |
|---------|---------|
| spend   | receive |
| (money) | leave   |
| give    | lose    |
| join    | (lives) |
| save    | save    |

Now work in pairs. Check your work and then practise.

### 1 Read the examples.

- 1 When the Israelis **attacked** in 1948, his family **were forced** to leave.
- 2 **By then (2008)**, he **had published** over 30 books.
- 3 They **returned a year later**, but their village **had disappeared**.
- 4 **After** he **had been** there for just a year, he **published** his first book.
- 5 He **published** his first book **after** he **had been** there for just a year.

Look at the examples again. Tick (✓) the best way to complete the statements.

- 1 If two past actions happened one after the other, we usually put both in the **a)** past simple,  **b)** past perfect,  as in Example 1.
- 2 When we emphasize that something happened before a past point in time, we usually put it in the **a)** past simple,  **b)** past perfect,  as in Example 2.
- 3 When we emphasize that something happened before something else happened, we usually put it in the **a)** past simple,  **b)** past perfect,  as in Examples 3–5.
- 4 We **a)** can  **b)** must  put the earlier action in first position, as in Example 4.
- 5 We **a)** can  **b)** must  put the earlier action in second position, as in Example 5.
- 6 To help show that two actions happened **a)** one before the other,  **b)** at the same time,  we use time words and phrases like *after*, as in Examples 4 and 5. (Others include *as soon as*, *before*, *by the time*, *once*, *until*, *when*.)

### 2 Work in pairs. Read Ali's travel schedule. Then ask and answer questions.

- 1 **A** Which city did he go to first – Beirut or Ankara?  
**B** Beirut. He went to Ankara after he had been to Beirut.
- 2 **A** Did he go to Rome next?  
**B** No. He went to Rome after he had been to ...
- 3 **A** Which city did he fly to then – Paris or Madrid?  
**B** ...

### 3 Work in pairs. Ask and answer more questions.

- 1 **A** By the time he returned to Gaza, how many cities had he visited?  
**B** By the time he returned, he had ...
- 2 **A** By the time he got back to Gaza, how many ... (days, be away)?  
**B** By that time, ...
- 3 **A** By the time he flew home to Gaza, ... (kilometres, travel)?  
**B** By then, ...

#### TRAVEL SCHEDULE

|                    |       |
|--------------------|-------|
| Gaza–Beirut        | 08/10 |
| Beirut–Ankara      | 10/10 |
| Ankara–Athens      | 12/10 |
| Athens–Rome        | 14/10 |
| Rome–Paris         | 16/10 |
| Paris–Madrid       | 18/10 |
| Madrid–Lisbon      | 20/10 |
| Lisbon–Casablanca  | 22/10 |
| Casablanca–Algiers | 24/10 |
| Algiers–Tunis      | 26/10 |
| Tunis–Tripoli      | 28/10 |
| Tripoli–Cairo      | 30/10 |
| Cairo–Gaza         | 01/11 |

Distance: 8,575 kilometres

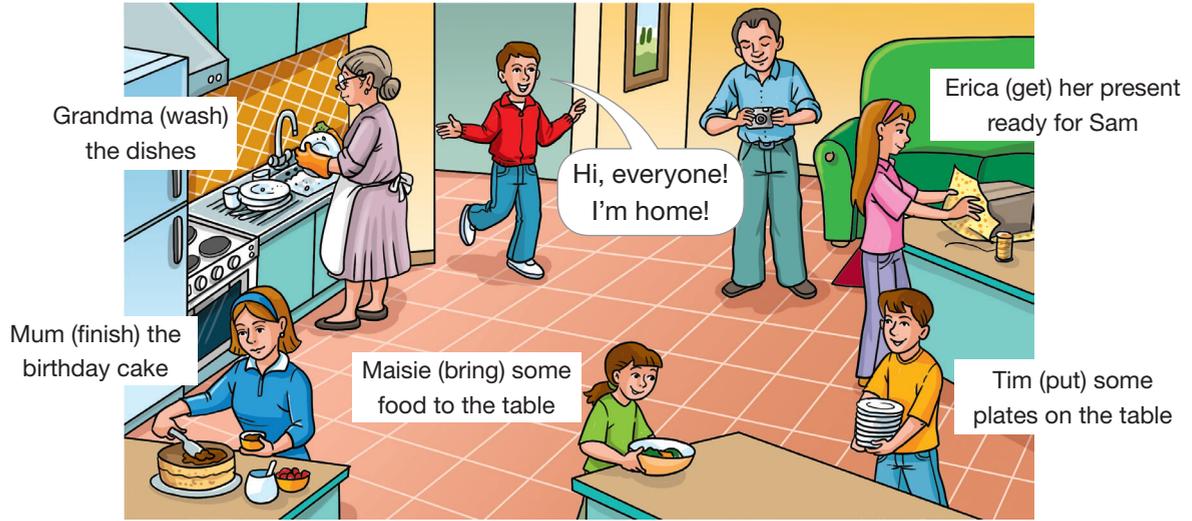
Time away: 25 days

**1 Work in pairs. Describe what was happening when Sam arrived home.**

(Use **When + past simple + past continuous.**)

When Sam (arrive) home on his birthday, ...

Dad (check) his camera to  
take some photos



**2 Work in pairs. Say what happened when Sam arrived home.**

(Use **When + past simple + past simple.**)

When Sam (arrive) home on his birthday, everyone (sit) down at the table.

When (everyone) sit down, ...

they (sing) Happy Birthday  
Mum (cut) the cake  
Erica (give) Sam her present  
he (open) the present  
Dad (take) a photo

**3 Work in pairs and do the tasks.**

- 1 Say what different people were doing when your teacher came into the room at the start of this lesson.
- 2 Say what people did when your teacher came in.

**4 Join the pairs of sentences. Use the past simple and past perfect.**

- 1 Jamila (leave) school. She (write) lots of poetry.  
*By the time Jamila left school, she had written lots of poetry.*
- 2 She (start) her busy university life. She (have) no time for writing. (once)
- 3 She (not start) again. She (finish) college. (until long after)
- 4 She (become) a book editor. She (graduate). (soon after)
- 5 She (prepare) several books by other writers. She (begin) to think about her own writing again. (before)
- 6 She (finish) her first book of poetry. She (spend) two long years on the project. (by the time)

**5 Work in pairs. Make up problems that stopped you doing these things.**

*I went to catch the bus, but ... (it had already gone).*

I wanted to download the new (name) track, but ...      I called at my friend's house, but ...  
I arrived for (sport) training, but ...      I offered my brother some help, but ...

**1 Look at the picture and answer the questions.**

- 1 Who are the two older people?
- 2 Where do you think they might be?
- 3 What do you think is happening?



**2 Listen and do the tasks.**



1 Listen and answer True (T) or False (F).

- 1 Salwa and Dr Scott first met in London.  F
- 2 They last met four years ago.
- 3 Salwa had been his student for a year before that.
- 4 When they last met, Dr Scott was still teaching at Manchester University.
- 5 Salwa has been working for the Palestinian Government for the past four years.
- 6 Dr Scott left Manchester University three years ago.
- 7 Since then, he has worked in three different countries.
- 8 Just before he came to Palestine, he was working in India.

2 Listen again. Tick (✓) the expressions that you hear.

- 1 **A** It's really good to see you again!
- B** It's really good to meet you again like this!
- 2 **A** It's been ages since we last met.
- B** It's been years since we last saw each other.
- 3 **A** How have you been keeping?
- B** What have you been doing?
- 4 **A** Let's stay in contact.
- B** We should keep in contact.

**3 Practise your pronunciation: past tense endings.**



1 Listen to the endings of verbs from Unit 6. Mark the sounds 1, 2 or 3.

| 1 /t/  | 2 /d/    | 3 /ɪd/  |
|--------|----------|---------|
| worked | returned | started |

- |           |     |            |     |         |     |          |     |
|-----------|-----|------------|-----|---------|-----|----------|-----|
| attacked  | ___ | cultivated | ___ | died    | ___ | escaped  | ___ |
| graduated | ___ | happened   | ___ | invited | ___ | joined   | ___ |
| published | ___ | reported   | ___ | stopped | ___ | welcomed | ___ |

2 Now listen again and repeat.

**4 Work in pairs. Develop a role play.**

One of you moved away two years ago and has returned for a short visit.

- You meet by accident in the street. You say hello warmly.
- You talk about what you have each been doing. (Make up details.)
- You agree that you should stay in contact. Give each other contact details.

## 1 Study the 'proper nouns' – nouns that need capital letters. Find more examples on pages 74 and 79. Think of more examples.

- 1 City and other place names: Jerusalem, the Dead Sea, the Sinai Desert
- 2 Names of places, e.g. in a town: the Al-Aqsa Mosque, Ramallah Police Station
- 3 Countries and nationalities: Spain, Jordan, Spanish, Jordanian
- 4 People's names and titles: Adnan Maqdisi, Mr Smith, Dr Frost, Grandad
- 5 Names of institutions, important events and businesses: the United Nations, the Palestine Liberation Organization, the Olympic™ Games, the Arab Bank, PalNet, the Second World War
- 6 Titles of books, magazines, newspapers, films, poems: *Shou'n Falastiniya Magazine*, *Al Quda Daily*, *Ana Min Hunak*
- 7 Abbreviations of proper nouns: the UN, the PLO, the USA, the UK

## 2 Do the tasks to tell a life story.

- 1 Look at the picture. Say where you met this person earlier in this book.
- 2 Read the notes about her and then expand them.
  - Give the proper nouns capital letters.
  - Add words as necessary.
  - Put the verbs in the past simple, past continuous or past perfect.



### hannan hussein, a very special doctor

#### Paragraph 1

- a) be born / 1970 / small village near jericho in / dead sea valley
- b) while / (grow up) / little brother (become) sick / (love) helping / look after /
- c) nearly (die) one day while / (take) him / hospital, / she (give) / first aid / (save) /
- d) by the time she (be) 12, she (already decide) that / (want) to be / children's doctor

#### Paragraph 2

- e) after / (graduate) from school / (go) abroad / cairo university / study medicine
- f) while / (study) in egypt, she (do) volunteer work for / un / in west africa
- g) once / (complete) her training as / children's doctor / (return) / palestine and (work) for unrwa in gaza / ten years

#### Paragraph 3

- h) when dr hannan / (have) the chance of a job / the jericho government hospital / (decide) / take it in order / be near / family
- i) in / years since then, she has treated thousands / palestinian children and sometimes also young visitors like tom bell from / uk

## 3 Work in pairs. Do the tasks.

- 1 Think of the life of someone special that you know about. Think of a story that you can tell in about seven or eight sentences. Make notes of key vocabulary.
- 2 Tell your story. Use the past simple, past continuous and past perfect.
- 3 When you listen to your partner's story, ask questions if something is not clear.

**Unit task:** Telling a story about someone special.

## 4 Write your story in seven or eight sentences.

## 6

## A storm at sea

1 Fogg's earlier plan had been this: take the *Carnatic* 1600 miles straight to Yokohama in time to meet the *General Grant*, a fast, modern **steamship** on its way from Shanghai to San Francisco. The new plan was now this: sail 800 miles up the coast of China to catch the *General Grant* at its starting-point – Shanghai. The only problem was time. Today was the 7th November, and the *General Grant* was scheduled to leave  
5 Shanghai at 7:00 pm on the 11th. Could the little *Tankadere* sail 800 miles in just over 96 hours? If the sea was calm and the wind in the right direction, the answer was yes. If not, then no.

Captain Bunsby and his four-man **crew** sailed the *Tankadere* out of Hong Kong and north-east up the coast at top speed. However, the South China Sea in November is a dangerous place and the seas were **rough**. Late on the 8th, the sky was growing cloudy.

10 Fix stayed away from the others as much as possible: he felt bad that he was **accepting** the kindness of the man he was trying to arrest.

Meanwhile, Fogg and Aouda were both missing Passepartout. Was it possible that he had caught the *Carnatic*? If so, might they be able to find him in Yokohama?

15 Captain Bunsby and his crew did well, but by early morning on the 9th, the wind was strengthening and the sky was full of black clouds. The ship was already moving so violently that it was difficult to stand: a big storm was coming.

It broke at 8:00 am, and all day huge waves crashed over the *Tankadere*. But at first the wind was from the south, so even with just one sail up, they

20 flew along in the right direction. That evening, though, the wind changed to the north-west and grew even more violent. The ship slowed, and the worried Bunsby said to Fogg,

25 'We need to find a port.'

'I only know of one,' Fogg replied, 'Shanghai.'

The morning of the 10th came and the wind was now from the south-east and less violent.

30 The *Tankadere* made good time that day but by next morning, the 11th, they were still 100 miles from Shanghai, thanks to the storm – and not the 30 miles

35 that Fogg had hoped. Moreover, the wind was getting weaker, and at 7:00 pm they were still three miles from port. Bunsby was very upset: Fogg had promised £200 **extra** for reaching Shanghai on time, and now that couldn't happen.

40 But then a tall, black **funnel** started rising slowly over the **horizon**: it was the *General Grant*. The *Tankadere* had a **gun** for sending **signals** in bad weather. 'Please use it,' Fogg said calmly.

The gun **roared**, and the steamship's captain heard it. Did the *Tankadere* need help, he wondered. He turned towards the smaller ship.

\* \* \* \* \*

Soon after that, Captain Bunsby was a much richer, happier man. And Fogg, Aouda and Fix were on their way to Yokohama.



## NOTES:

**Sailing ships and steamships:** The *Tankadere* was a small sailing ship while the *General Grant* was a larger, modern steamship – with the tall smoking funnel that everyone saw as it rose over the horizon. There were still a lot of sailing ships at this time, but steamships were taking over. This was the kind of ship that was needed to cross the Pacific Ocean quickly and safely.

**General Grant:** the name of a famous general who had helped to win the American Civil War (1861–65) for the northern states a few years earlier.

**The storm:** We can tell from the way that the wind direction changed that this was a typhoon, the East Asian name for a hurricane. The *Tankadere* was very lucky not to sink.

### 1 Read and answer the questions.

- 1 To reach Shanghai in time, how many miles a day did the *Tankadere* have to travel?
- 2 What were the early signs of the storm and when were they seen?
- 3 How long did the worst part of the storm last?
- 4 How did the wind direction change during the storm?
- 5 Why was Bunsby upset at 7:00 pm on the 11th?
- 6 Why did Fogg ask Bunsby to use the gun?

### 2 Complete the table.

| Plans | Sail from | On (ship's name) | Sailing (miles) | To meet (ship's name) | In (city's name) |
|-------|-----------|------------------|-----------------|-----------------------|------------------|
| Old   | Hong Kong |                  |                 |                       |                  |
| New   |           |                  |                 |                       |                  |

### 3 Explain the underlined words.

- 1 Line 6: If not, then no.
- 2 Lines 12–13: Was it possible that he had caught the *Carnatic*?
- 3 Line 14: Captain Bunsby and his crew did well.
- 4 Line 17: It broke at 8:00 am, ...
- 5 Line 20: ... with just one sail up, they flew along ...
- 6 Line 31: The *Tankadere* made good time that day ...
- 7 Line 34: ..., they were still 100 miles from Shanghai, thanks to the storm – ...
- 8 Line 38: ..., and now that couldn't happen.
- 9 Line 41: ..., and the steamship's captain heard it.
- 10 Line 43: Soon after that, Captain Bunsby was a much richer, happier man.

# TEST

## Part I (35 minutes – 30 marks)

### I Speaking (15 minutes – 10 marks)

#### 1 Decide what you should say: a), b) or c). (2 marks)

- 1 Suggest joining a computer skills class. a) Are you trying computer skills?  
b) Would you like to try computer skills? c) Do you like trying computer skills?
- 2 Offer to get your sick friend some soup. a) If you like, you can get some soup.  
b) Do you like taking soup from me? c) Shall I get you some soup?

#### 2 Write the past simple forms and their pronunciations: /t/, /d/ or /ɪd/. (3 marks)

afford arrange attach decorate measure rush

#### 3 Match a)–e) to (1)–(5) to complete the dialogue. (5 marks)

- a) ... I've got that. b) ... no problem. c) ... take the details.  
d) ... to give you this trouble. e) ... you say that again, please?

Your uncle has had to change his flight and wants to give you the details.

- You** Let me get a pen, and I'll (1) \_\_\_\_  
**Uncle** OK. I'm going to arrive on Flight AF732 at 15:35.  
**You** I'm sorry. Could (2) \_\_\_\_  
**Uncle** Yes, of course. It's AF732 at 15:35.  
**You** Right, (3) \_\_\_\_  
**Uncle** Good. Could you tell your parents? Sorry, (4) \_\_\_\_  
**You** Don't worry. It's (5) \_\_\_\_  
**Uncle** Thanks, so I'll see you all later.

### II Listening and Dictation (20 minutes – 10 marks)

#### 4 Listen and make notes. (6 marks)



- 1 Type of programme: weather forecast
- 2 Area: a) \_\_\_\_\_ Will have: b) \_\_\_\_\_ About: c) \_\_\_\_\_ mm
- 3 Area: a) \_\_\_\_\_ Will be: b) \_\_\_\_\_ Around: c) \_\_\_\_\_ kph

#### 5 Listen and write down what you hear. (4 marks)



## Part II (35 minutes – 30 marks)

### I Vocabulary (15 minutes – 15 marks)

#### 1 Complete the sentences with these opposites. (5 marks)

alive danger dead forget into lower out of raise remember safety

- 1 This end of the shelf is too high. We need to \_\_\_\_\_ it. And the other end is the opposite, so we need to \_\_\_\_\_ that.
- 2 There's a \_\_\_\_\_ of floods here. Let's move everyone to \_\_\_\_\_ on higher ground.
- 3 I must \_\_\_\_\_ to buy some tea and I mustn't \_\_\_\_\_ to send the letters.
- 4 The weather is so dry that most of these flowers are \_\_\_\_\_. Just a few are still \_\_\_\_\_.
- 5 Ali came \_\_\_\_\_ the bank, crossed the road and went \_\_\_\_\_ the shoe shop.

## 2 Complete the sentences. Use other grammatical forms of the words in brackets.

(5 marks)

- 1 I did the cooking, and Mariam \_\_\_\_\_ washed the dishes for me. (helpful)
- 2 We check each \_\_\_\_\_ before it leaves the factory. (produce)
- 3 If you work hard, I'm sure you'll be very \_\_\_\_\_. (succeed)
- 4 I was very \_\_\_\_\_ in design, so I decided to be an engineer. (interesting)
- 5 Please write your name and address here and then your \_\_\_\_\_. (national)

## 3 Choose the correct connectors to complete the paragraph.

(5 marks)

Britain is famous for its wet weather, (1) \_\_\_\_\_ (but / and) the country should have much worse weather than it does. It should be much colder, especially in winter. (2) \_\_\_\_\_ (Moreover, / However,) there is a warm 'river' of water – the Gulf Stream – which travels from near Mexico to north-west Europe. (3) \_\_\_\_\_ (For example, / As a result,) temperatures in Britain remain far above those in areas of Canada and Russia that are similarly far north. In January, these countries are deep under snow and ice. (4) \_\_\_\_\_ (Instead, / Therefore,) Britain is usually just wet and cool. The difference is a large one. (5) \_\_\_\_\_ (Because of that, / For example,) January temperatures in Edmonton, Canada are around  $-15^{\circ}\text{C}$ ; in London, they are  $4^{\circ}\text{C}$ .

## II Language (20 minutes – 15 marks)

### 1 Choose the correct forms to complete the sentences.

(5 marks)

- 1 The box was \_\_\_\_\_ heavy for me to carry.  
a) too      b) very      c) enough      d) so
- 2 I \_\_\_\_\_ there for about ten minutes when the others arrived.  
a) was      b) have been      c) had been      d) am
- 3 Oh, thank you! I \_\_\_\_\_ for this for the last ten minutes.  
a) am looking      b) was looking      c) looked      d) have been looking
- 4 An old man knocked at the door while we \_\_\_\_\_ in the kitchen.  
a) had worked      b) were working      c) have been working      d) are working
- 5 Summer in Palestine is \_\_\_\_\_ summer in Britain.  
a) as warm as      b) more warmly than      c) warmer than      d) too warm for

### 2 Write the sentences again. Use the words in brackets.

(10 marks)

- 1 The bridge was too weak to carry the train. (strong ... enough)
- 2 We got such good results that we won the competition. (so)
- 3 We put the shopping away and then I started cooking. (as soon as)
- 4 Our old car was larger than our new car. (not as large as)
- 5 I came to live in Ramallah three years ago. (for three years)

**Part III** (35 minutes – 40 marks)  
**I Reading** (15 minutes – 20 marks)

Read more about Hurricane Andrew (Unit 5) and do the tasks.

Early on Monday, 24th August 1992, one of the world's most violent hurricanes hit Florida. It then also became the world's most expensive hurricane.

Just two days before, Hurricane Andrew had not seemed dangerous. There had been no clear 'eye' at the centre of the storm and forecasters expected it to continue north and to stay out at sea.

The situation suddenly changed that evening, however. There was now a clear eye, wind speeds were rising and Andrew started moving west towards Florida. By Sunday evening, wind speeds had reached 240 kph. A disaster was certain.

Everyone already knew about Andrew and now the local TV and radio stations sent out urgent hurricane warnings. Over a million people left

their homes and drove north. People who stayed moved into the strongest local buildings.

Andrew raised a five-metre storm surge and together they smashed straight into the south of Miami City at 5 am. It was now 800 kilometres across and in the 40-kilometre-wide centre wind speeds were 320 kph. In its four-hour journey across Florida, Andrew completely destroyed 80,000 homes and badly damaged 5,000 more. It threw cars round like toys and it also destroyed 15,000 large boats, often leaving them on dry land.

Hurricane Andrew cost Americans \$2,000,000,000. Amazingly, though, it cost fewer than 50 lives.

**1 List facts from the passage.**

(6 marks)

- |                             |                                       |
|-----------------------------|---------------------------------------|
| 1 Date: _____               | 7 Tidal wave size: _____              |
| 2 Time it arrived: _____    | 8 Number who escaped: _____           |
| 3 Place: _____              | 9 Time over Florida: _____            |
| 4 Total storm width: _____  | 10 Homes damaged and destroyed: _____ |
| 5 Storm centre width: _____ | 11 Total cost: _____                  |
| 6 Top wind speeds: _____    | 12 Number of deaths: _____            |

**2 Copy and complete the notes. Note hurricane changes and movements.**

(6 marks)

**Saturday, August 22nd**

**Sunday, August 23rd**

**Monday, August 24th**

Day: \_\_\_\_\_

Evening: \_\_\_\_\_

5:00 am: \_\_\_\_\_

Evening: \_\_\_\_\_

5:00–9:00 am: \_\_\_\_\_

**3 Answer these questions.**

(8 marks)

- 1 What made Hurricane Andrew more famous than other very violent storms?
- 2 Why did this storm destroy so many more buildings than other violent storms?
- 3 How did people know what they needed to do to escape the storm?
- 4 Where did people go to escape the storm?

**II Writing** (20 minutes – 15 marks)

**1 Write three very short paragraphs about yourself.**

(15 marks)

- 1 Say what kinds of free-time activities you enjoy. Give examples.
- 2 Explain when you usually do these things.
- 3 State your favourite activity. Explain how and when you first got interested in it. Then say why you especially like it.

# TEST – Around the World in 80 Days (15 marks)

## Episode 1: The adventure begins

(2 marks)

### Are the statements true or false?

- 1 Fogg's new servant is French. \_\_\_\_
- 2 Someone has stolen £55,000 from Fogg. \_\_\_\_
- 3 Fogg believed he could walk round the world in eighty days. \_\_\_\_
- 4 Fogg will give his friends £20,000 if he doesn't return to the Reform Club by 21st December. \_\_\_\_

## Episode 2: East to India

(3 marks)

### Complete the statements.

- 1 In Suez, Fix thought Fogg was the London bank robber because ...  
\_\_\_\_\_
- 2 Fogg wanted to get to Bombay in less than the normal ten days, so ...  
\_\_\_\_\_
- 3 When Passepartout did not take off his shoes at the temple in Bombay, ...  
\_\_\_\_\_

## Episode 3: Saving Aouda

(2 marks)

### Write brief answers.

- 1 What did the travellers decide to do when they saw the *suttee*?  
\_\_\_\_\_
- 2 As the fire got stronger, what did the 'dead body' suddenly do with the girl?  
\_\_\_\_\_

## Episode 4: The route to Singapore

(3 marks)

### Decide a) who said the following, b) who to and c) where.

- 1 'I want you to tell this to the police in Calcutta.'  
\_\_\_\_\_
- 2 'Come with me, both of you, and let's go straight to our ship.'  
\_\_\_\_\_
- 3 'Tell me about the young woman who is travelling with you now.'  
\_\_\_\_\_

## Episode 5: Mr Fogg misses the boat

(2 marks)

### Make corrections (two per sentence).

- 1 The weather was good on the way to Hong Kong, so they arrived 24 hours early.  
\_\_\_\_\_
- 2 Next afternoon, Fogg found that he and Aouda had missed their ship, so he offered the captain of another ship £10 a day to get them to Yokohama.  
\_\_\_\_\_

## Episode 6: A storm at sea

(3 marks)

### Complete the statements.

- 1 Fogg hoped to reach Shanghai in time to catch the *General Grant* and ...  
\_\_\_\_\_
- 2 During the storm, the Captain wanted to stop at a port for safety, but Fogg ...  
\_\_\_\_\_
- 3 Fogg asked the Captain to use the ship's gun in order to ...  
\_\_\_\_\_

Words in blue come from other words that you already know, for example: acceptable > accept

|                                 |                                |                                 |
|---------------------------------|--------------------------------|---------------------------------|
| about (to) ( <i>adj</i> )       | cultivate ( <i>v</i> )         | flexible ( <i>adj</i> )         |
| abroad ( <i>adj/adv</i> )       | cultural ( <i>adj</i> )        | forest ( <i>n</i> )             |
| accept ( <i>v</i> )             | deal with ( <i>v</i> )         | frame ( <i>n</i> )              |
| accurate(ly) ( <i>adj/adv</i> ) | decorate ( <i>v</i> )          | force ( <i>n</i> )              |
| afford ( <i>v</i> )             | definite ( <i>adj</i> )        | free ( <i>adj</i> ) (for ~)     |
| against ( <i>prep</i> )         | delighted ( <i>adj</i> )       | get to ( <i>v</i> )             |
| alive ( <i>adj</i> )            | depart ( <i>v</i> )            | give up ( <i>v</i> )            |
| along with ( <i>phrase</i> )    | destruction ( <i>n</i> )       | GPS ( <i>abb</i> )              |
| apartment ( <i>n</i> )          | destructive ( <i>adj</i> )     | (Global Positioning System)     |
| appointment ( <i>n</i> )        | director ( <i>n</i> )          | graduate ( <i>v</i> )           |
| approach ( <i>v</i> )           | discovery ( <i>n</i> )         | heat ( <i>n</i> )               |
| arrange ( <i>v</i> )            | district ( <i>n</i> )          | helpless(ly) ( <i>adj/adv</i> ) |
| arrangement ( <i>n</i> )        | dream ( <i>n</i> )             | hill ( <i>n</i> )               |
| (house) arrest ( <i>n</i> )     | editor ( <i>n</i> )            | hit ( <i>v</i> )                |
| as (= while) ( <i>conj</i> )    | emergency ( <i>n</i> )         | ice ( <i>n</i> )                |
| at last ( <i>phrase</i> )       | energetic ( <i>adj</i> )       | in contact ( <i>phrase</i> )    |
| at least ( <i>phrase</i> )      | escape ( <i>v</i> )            | in the lead ( <i>phrase</i> )   |
| attach ( <i>v</i> )             | exact(ly) ( <i>adj/adv</i> )   | interest ( <i>n</i> )           |
| attack ( <i>v</i> )             | exam ( <i>n</i> )              | interview ( <i>v</i> )          |
| avalanche ( <i>n</i> )          | except (for) ( <i>prep</i> )   | island ( <i>n</i> )             |
| breathe ( <i>v</i> )            | exhausted ( <i>adj</i> )       | junior ( <i>adj</i> )           |
| business ( <i>n</i> )           | exile ( <i>v</i> )             | kph ( <i>abb</i> )              |
| cancel ( <i>v</i> )             | exile ( <i>n</i> ) (go into ~) | (kilometres per hour)           |
| canteen ( <i>n</i> )            | experiment ( <i>v</i> )        | laboratory ( <i>n</i> )         |
| castle ( <i>n</i> )             | explosion ( <i>n</i> )         | law ( <i>n</i> )                |
| closed ( <i>adj</i> )           | farmland ( <i>n</i> )          | leisure ( <i>n</i> )            |
| clue ( <i>n</i> )               | faulty ( <i>adj</i> )          | life raft ( <i>n</i> )          |
| colourful ( <i>adj</i> )        | feed ( <i>v</i> )              | lower ( <i>v</i> )              |
| combine ( <i>v</i> )            | field ( <i>n</i> )             | measure ( <i>v</i> )            |
| condition ( <i>n</i> )          | fire engine ( <i>n</i> )       | melt ( <i>v</i> )               |
| control ( <i>v</i> )            | fire station ( <i>n</i> )      | might ( <i>v</i> )              |
| cost ( <i>v</i> )               | firefighter ( <i>n</i> )       | missing ( <i>adj</i> )          |
| cross ( <i>v</i> )              | flame ( <i>n</i> )             | moreover ( <i>adv</i> )         |

- mudslide (*n*)  
 nearly (*adv*)  
 office (*n*)  
 on fire (*phrase*)  
 or (= if not) (*conj*)  
 orbit (*v*)  
 orchard (*n*)  
 own (*pron*) (on my ~)  
 paramedic (*n*)  
 partner (*n*)  
 (travel) permit (*n*)  
 photography (*n*)  
 poetry (*n*)  
 point (*n*)  
 poor (*adj*)  
 position (*n*)  
 practice (*n*)  
 PS (postscript) (*n*)  
 predict (*v*)  
 pretty (*adj*)  
 prize (*n*)  
 product (*n*)  
 proper(ly) (*adj/adv*)  
 protection (*n*)  
 publish (*v*)  
 quad bike (*n*)  
 radiation (*n*)  
 rainfall (*n*)  
 reading (*n*)  
 recycle (*v*)  
 refugee (*n*)  
 region (*n*)  
 reply (*v*)
- research (*n*)  
 result (*n*) (as a ~)  
 riddle (*n*)  
 round (*v*)  
 row (*v*)  
 rugby (*n*)  
 satellite phone (*n*)  
 satnav (*n*)  
 (satellite navigation system)  
 scout (*n*)  
 senior (*adj*)  
 service (*n*)  
 set off (*v*)  
 settle in (*v*)  
 settlement (*n*)  
 show (someone) round (*v*)  
 similar (*adj*)  
 smoke (*n*)  
 so far (*adv*)  
 spread (*v*)  
 station (*n*)  
 steal (*v*)  
 steep (*adj*)  
 storm (*n*)  
 storm surge (*n*)  
 succeed (*v*)  
 success (*n*)  
 supply (*v*)  
 take (someone) out (*v*)  
 temperature (*n*)  
 thanks to (*phrase*)  
 think of (*v*) (an idea)  
 tornado (*n*)
- track (*n*)  
 tragic (*adj*)  
 treasure (*n*)  
 treasure hunt (*n*)  
 treat (*v*)  
 turn into (*v*)  
 unhurt (*adj*)  
 university (*n*)  
 usual (*adj*)  
 view (*n*)  
 violent (*adj*)  
 war (*n*)  
 warehouse (*n*)  
 wave (*n*)  
 weigh (*v*)  
 wildfire (*n*)  
 write down (*v*)  
 X-ray (*n*)

## Punctuation

### Introduction

Words are not enough. We need to separate groups of words and show how to read them. This is the job of punctuation, and accurate punctuation is a very important part of writing.

|                               | Uses   | Examples  |
|-------------------------------|--|---|
| Capital letter (A, B, C, etc) | 1st letter of a sentence   | This is your book   |
|                               | 1st letter of names of places, nationalities, organizations, etc (see Unit 4, page 32) | Ramallah, Palestinian, the United Nations   |
|                               | book/film/TV programme titles, etc   | Star Wars   |
|                               | for abbreviations  | the UN, UNESCO  |
| Full stop (.)                 | at the end of a sentence   | This is your book.  |
|                               | (sometimes) after an abbreviation  | The U.N., Mr. Roberts, 1st. Nov.  |
|                               | in amounts of money  | \$2.50 (read: two dollars fifty)  |
|                               | in decimal figures   | 10.12 (read: ten point one two)   |
|                               | in e-mail & website addresses  | esmith@aol.org (read: esmith-at-aol-dot-org)  |
| Question mark (?)             | after a direct question  | Did you see it?   |
| Exclamation mark (!)          | to show surprise, etc  | That's fantastic!   |
| Comma (,)                     | between adjectives and other things in lists   | Get a pen, a book and some paper.<br>It was a dark, cold, wet night.<br>He got up, turned round, looked and then laughed. |
|                               | to divide two parts of a long sentence (each with main verbs)                          | We looked all over the house, but we couldn't find it anywhere.   |
|                               | to separate extra information from the main part of a sentence                         | Hebron, which is a very ancient city, lies south of Jerusalem.  |
|                               | before or after a name   | Let's go, Ali. Ali, let's go.   |
|                               | before a tag question  | He's finished, hasn't he?   |
| Apostrophe (')                | to show missing letters<br><b>Note!</b> it's = it is/it has, not a possessive.         | You'll do it, won't you? It's a beautiful baby.<br>Have you decided its name?   |
|                               | to show possessives<br><b>Note!</b> with s endings: s'                                 | This is Mahmoud's bike.<br>James' bike, the boys' bikes   |
| Colon (:)                     | to introduce a section or a list   | Section 3: Things to bring: tent, cooker, pans, boots, etc  |
| Semi-colon (;)                | to separate two parts of a sentence – more than a comma gap                            | We arrived at 9.00; it was raining again as usual!  |
| Hyphen (-)                    | to join two words  | It's a well-made machine.   |
|                               | to divide a word at the end of a line  | I've read about the complicated history of Palestine.   |
| Dash (–)                      | to separate parts of a sentence  | The pen – mine, not yours – was on the sofa.  |
|                               | to mean 'to'   | The Amman – Beirut flight   |
| Quotation Marks ('...')       | to highlight spoken words in text  | 'We can win!' he shouted.   |
| Brackets (...)                | to separate extra information from the main part of a sentence                         | Peter Davies (1926-2003) was born in North London and went to school in ...   |
|                               | to show references to related information of places, etc                               | (see Unit 4)  |

## Grammar reference

### Unit 1

#### Present continuous

- 1 For something happening now or round now.
- 2 For something that we have arranged – with a future time reference.  
*I am travelling next Sunday.*

#### Present simple

- 1 For something that happens several/many times.
- 2 Often used with stative verbs like these:
  - \* feelings: *like, prefer, want*
  - \* senses: *look, seem, sound*
  - \* state of mind: *believe, forget, know*
  - \* other states: *have, include, need*
- 3 For fixed future schedules.  
*My flight arrives at 2:30 pm.*

#### Future with *going to*

- 1 For plans and intentions.
- 2 For saying what you feel must happen.  
*I am going to meet them.*  
*Look at the clouds. It is going to rain.*

#### Future with *will*

- 1 For predicting future facts.  
*Rainfall will rise in some areas.*
- 2 For a new decision.  
*I know! You go and I will stay.*
- 3 For offering or promising to do something.  
*I will carry your bag for you.*

### Unit 2

#### Present perfect

For past actions that affect the present.  
*I have eaten. (I am full now.)*

#### Past simple

For past actions that were completed in the past.  
*They went to India last year.*

#### Present perfect continuous

For actions starting in the past and continuing up to/into the present.  
*We have been working all day. (And we are still working now.)*

### Unit 3

#### Modal verbs in the present and past

- 1 We use modal verbs to show, for example, what we are able to do (*can*), what is possible (*may, might*) and important to do (*should, have to, must*).
- 2 We use them, for example, in predicting (*may, might*), offering (*could, shall*), advising (*should*) and giving instructions (*must*).
- 3 For the past: *can > could, was able to; have to, must > had to*.  
*At four, she could already read.*  
*It was late. I had to go home.*

### Unit 4

#### Adjectives and adverbs

- 1 Adjectives say more about nouns. Adverbs usually say more about verbs.
- 2 They usually go before nouns. They also come after nouns + e.g. *be, look*.  
*I love that beautiful red bike! It looks good.*
- 3 Form adjectives from present (*-ing*) and past (*-ed*) participles.  
*It's an interesting story. I was very interested in it.*
- 4 Most adverbs of manner: adjective + *-ly*. Irregulars: *hard, early, fast, well*.
- 5 Adverbs can go just after a verb or just after a verb + short object.  
*I answered quickly. I answered the phone quickly.*
- 6 For emphasis or with a long object, the adverb can go before the verb.  
*I quickly put the shoes and clothes in the cupboard.*
- 7 The adverb at the start gives meaning to the whole sentence.  
*Sadly, I could not help my friend.*

### Unit 5

#### Comparison of adjectives and adverbs

- 1 Use *-er/-est* forms with most short adjectives (1 or 2 syllables).
- 2 Use *more/most* forms with all longer adjectives (3 or more syllables).
- 3 Use *more/most* forms with almost all *-ly* adverbs.
- 4 Irregular adverbs compare like short adjectives.
- 5 Adjective *good* and adverb *well* both take the forms *better, best*.
- 6 Use (*not*) as ... as with both adjectives and adverbs.

#### *too and (not) ... enough*

For comparing adjectives and adverbs with what is needed.

*The jacket was too small (for me to wear).*

*I did not move quickly enough to catch the ball.*

#### *so + adjective/adverb + that ...; such + noun + that ...*

For describing something big or important (*so + adjective/adverb ... or such + noun*) – and then the result (*that ...*).

*They danced so beautifully that everyone cheered.*

*It was such a good film that we decided to watch it again.*

### Unit 6

#### Past continuous and past simple

For an action going on at a certain time or when a short action happened.

*I arrived while the others were having dinner.*

#### Past perfect and past simple

For an action that happened before another (connected) action.

*I arrived after the others had left.*

## Reader glossary

### The adventure begins (p.16)

|                       |   |
|-----------------------|---|
| <b>exactly</b>        | no more and no less than a particular time                  |
| <b>circus</b>         | a show with performers and animals in a large tent          |
| <b>circus acrobat</b> | someone who can jump, balance and turn their body skilfully |
| <b>cards</b>          | a set of 52 small pieces of stiff paper for games           |
| <b>detective</b>      | a police officer  |
| <b>railway</b>        | the system of travelling by train                           |
| <b>packed</b>         | to put things into a suitcase or bag                        |
| <b>station</b>        | a place where trains stop                                   |
| <b>journey</b>        | travel from one place to another                            |

### East to India (p.30)

|                    |  |
|--------------------|--|
| <b>Consulate</b>   | a government building in another country in which a consul works   |
| <b>description</b> | what someone is like   |
| <b>arrest</b>      | take someone to a police station because they've committed a crime |
| <b>colony</b>      | a country controlled by another country                            |
| <b>canal</b>       | a manmade river  |
| <b>office</b>      | a building where people work                                       |
| <b>temple</b>      | a building used for religion                                       |
| <b>take off</b>    | remove clothes   |
| <b>priest</b>      | a man who performs religious jobs                                  |
| <b>pull off</b>    | remove clothes   |

### Saving Aouda (p.44)

|                  |                                       |
|------------------|---------------------------------------|
| <b>army</b>      | a large group of soldiers             |
| <b>get off</b>   | leave the train                       |
| <b>conductor</b> | someone on a train who checks tickets |
| <b>mile</b>      | a unit of distance                    |
| <b>burn</b>      | set on fire                           |
| <b>pile</b>      | things put on top of each other       |
| <b>rushed</b>    | hurry                                 |
| <b>lift</b>      | move higher                           |

### The route to Singapore (p.58)

|                   |  |
|-------------------|--|
| <b>prison</b>     | where people are kept after committing a crime |
| <b>court-room</b> | a room where legal cases are judged            |
| <b>judge</b>      | someone who makes decisions in a court         |
| <b>crowd</b>      | a large number of people                       |
| <b>guilty</b>     | someone who has committed a crime              |
| <b>master</b>     | a man who has servants                         |
| <b>bail</b>       | money to stay out of prison until trial        |
| <b>port</b>       | a place where ships stay                       |
| <b>island</b>     | land surrounded by water                       |
| <b>passenger</b>  | someone travelling in a ship, train etc        |
| <b>carriage</b>   | a vehicle with wheels pulled by a horse        |

### Mr Fogg misses the boat (p.72)

|                     |                                  |
|---------------------|----------------------------------|
| <b>appear</b>       | to be seen suddenly              |
| <b>watch</b>        | a small clock you carry with you |
| <b>just in time</b> | at the last possible moment      |
| <b>cabin</b>        | a private room on a ship         |
| <b>open sea</b>     | a part of the sea far from land  |
| <b>next best</b>    | almost as good as                |

### A storm at sea (p.86)

|                  |  |
|------------------|--|
| <b>steamship</b> | a ship that moves by steam power                                     |
| <b>crew</b>      | the people who work on a ship  |
| <b>rough</b>     | having a lot of waves because of bad weather                         |
| <b>accept</b>    | to take something that someone offers                                |
| <b>extra</b>     | in addition  |
| <b>funnel</b>    | a tube that lets out smoke and steam from a boat                     |
| <b>horizon</b>   | the line in the distance where the sky seems to meet the earth       |
| <b>gun</b>       | a weapon that shoots bullets   |
| <b>signal</b>    | information sent from one thing or person to another using equipment |
| <b>roar</b>      | to make a very loud noise  |

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